

DANIEL CHESTER FRENCH WORK RENOVATED

# Gallaudet-Cogswell Statue Goes On Tour

THE NATIONAL MAGAZINE FOR ALL THE DEAF



DECEMBER 1976

75c Per Copy

# The Editor's Page

# FCC Rules For Line 21 Captioning

Federal Communications Commission News Release

December 10, 1976

The Federal Communications Commission has amended its rule, effective March 1, 1977, in response to a petition filed by Public Broadcasting Service to permit "closed" captioning of television programs for the benefit of the hearing impaired.

The Commission noted that the type of captioning proposed by PBS could, with the use of special decoders, significantly enhance television viewing for hearing impaired persons without interfering with the television picture or audio.

"Closed captioning" is a technique in which information in the form of coded data signals is transmitted along with regular video signal during the so-called vertical blanking interval. Public Broadcasting System's request concerns the utilization of Line 21, Field 1, and the available half of Line 21, Field 2, of the television vertical blanking interval for the transmission of signals which will enable decoder equipped television receivers to visually display the information contained in the aural segment of television programs.

The Commission stated that it has long been interested in the promotion of procedure and facilities which will realize the full benefits of the television medium to the hearing impaired. To this end, in addition to permitting Line 21 use for traditional captioning purposes, the Commission indicated that other uses such as weather information and news releases may be permitted in the future. Such other uses during non-captioning periods would increase the benefits to the hearing impaired without additional investment and make more effective use of limited space available. The Commission noted, too, that a fuller

application may increase appeal for the special equipment resulting in faster development, wider availability and lower cost. For similar reasons, when the Commission approved the technical system proposed by Public Broadcasting Service, it stated that it would also consider future system proposals in order to insure that all users realize the full advantage of future advancement in our fast paced electronic technology.

"We look forward to the day," the Commission said, "when all persons who suffer hearing impairment will be able to enjoy television programming. The decision reached here should go a long way to achieving this goal."

#### More To Be Done On Captioning

The Federal Communications ruling on Line 21 (as outlined above) is good news indeed. But . . . a lot remains to be accomplished.

First (and first and second could very well be a case of which comes first, the chicken or the egg), the big three networks will have to be persuaded to acquire encoding equipment and to provide captioning on a continuous basis. Second, decoders must be made available to the deaf at a reasonable cost—say \$100 per unit, hopefully.

Public Broadcasting Service can be expected to be very helpful in captioning programs. Unfortunately, PBS outlets are few in number and reach only a small segment of the deaf television audience.

(Editor's note: At this writing, efforts are being made to get the networks to use an interpreter for the January 20, 1977, inaugural of the President.)

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# NATIONAL ASSOCIATION of the DEAF

Mervin D. Garretson, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Secretary



## **President's Message**

-Mervin D. Garretson

Among the multiple projects of the Carter-Mondale transition planning team is an attempt to identify critical issues relating to the handicapped which may require priority action by President-elect Carter during the early phase of his administration. The NAD and other consumer groups have been asked for input on a number of specific concerns, particularly as they relate to the Vocational Rehabilitation Act and the Education of All Handicapped Children Act of 1975 (P.L. 94-142).

While the NAD has responded to this request with our views and recommendations on outlined specifics, I believe it is time for us to take a careful and searching look at a much broader, actually global, and in effect, overriding issue for the deaf community—that of communication barriers. What is needed is a calculated, analytical approach of identification, probing and brainstorming, culminating in action planning to seek remediation of this umbrella-type package of problems which in its dismal collectiveness represents the crux of the whole issue of the handicapping aspects of deafness.

Recently Boyce R. Williams, director of the Deafness and Communications Disorders Office, Rehabilitation Services Administration, called to our attention the establishment of a national advisory committee on an accessible environment which would provide guidance and advice to the Federal Architectural and Transportation Barriers Compliance Board (A&TBCB). Among the 15 people named to this national advisory committee are several individuals familiar with the needs of the deaf: Harold J. Domich, deaf associate professor of history, Gallaudet College, Washington, D.C.; Judy E. Heumann, deputy director of the Center for Independent Living, Berkeley, a postpolio quadriplegic who has learned signs and maintains contact with a number of leaders in the national deaf community; Edward V. Roberts, director of the California Department of Rehabilitation, Sacramento, a postpolio quadriplegic knowledgeable about the rehabilitation problems of the deaf, and Bob J. Smithdas, the well-known deaf-blind director of community education at the National Center for Deaf-Blind Youth and Adults, Sands Point, New

In his communication Dr. Williams observed, "The complex and extensive communication barriers confronting deaf people have not to my knowledge surfaced in the effective legislative, public education and implementation work carried on by the A&TBCB. Reduction in communication barriers is a pervasive need to improve the daily living experiences of all deaf people."

What precisely is meant by communication barriers? What is this conglomerate of problems which permeates every aspect of the lives of the hearing-impaired—educational, psychological, sociological and economic—and which add up to inconvenience and discomfort in day-to-day living for millions of our people? These constraints may be to the deaf what architectural barriers are to the orthopedically and visually handicapped. Their mobility problems are our communicative problems. Frequently invisible, these barriers are so subtly entrenched that the deaf become resigned to them as minor inconveniences. Resulting in an information, language and acculturation lag for a large segment of the hearing-impaired population, the insidious effects of communica-

#### Communication Barriers

tion barriers tend to be cumulative, with a domino effect on other aspects of participation in the fast-moving society and life of today.

Some representative instances of communication barriers:

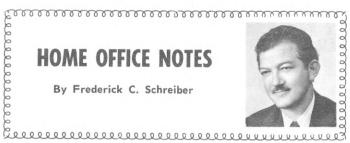
• Television accessibility. The educational and social impact of TV is of inestimable importance in our society. Progress is being made in cracking this barrier with emergency captioned bulletins now a requirement, and just recently, approval from the Federal Communications Commission of Line 21 for hidden captions. However, having gained the use of Line 21, we still have no assurance of any immediate availability of captioned television programs.

• Telephone usage. Although with the teletype attachment (TTY), it is possible to telephone others with a similar device, we remain restricted in our use of the telephone to call the larger population. And then, the time element required to type out messages over long distance phone makes for extremely exorbitant costs in comparison with charges

to the normally hearing populace.

- Employment. Here we face a double problem. The first hurdle for the hearing impaired person is to overcome the communication hangup of personnel, employers, supervisors and co-workers—and in overcoming job discrimination. Once this has been achieved and the deaf person has proved his/her skills, a new problem arises with the question of promotion. Once again, communication barriers are raised because of the requirement to participate in meetings, conferences, intervetes, advanced in-service training (who provides the interpreter?), problem of telephone usage and so forth. These obstacles make it difficult for the however skilled and qualified deaf person to move up to administrative levels.
- Movies. While a great surge forward was effected with the advent of Captioned Films for the Deaf, we still have to wait several years for firstruns to become available through captioning. Movies are generally watched at home unless a rare subtitled foreign language film is shown at a downtown theater.
- Hotels/Motels. How about calling room service for some late evening sandwiches and coffee? Any point in requesting the desk clerk to wake us up at 7:00 a.m. by telephone? Perhaps hotels and motels could consider having portable TTY units available for deaf guests?
- Participation in public meetings, on advisory boards, at workshops, conferences, adult evening courses, at hearings and so on are restricted unless interpreting is available, and who pays?
- Social Service Agencies. Services are rarely utilized by needy deaf persons because of the communication barrier.
- Simple day-to-day activities such as shopping, visiting with the neighbors, entertaining relatives and so on ad infinitum would be much more pleasurable and effective if more people knew a little bit about signs. One solution would be adding sign language to the curriculum of all public elementary and secondary schools in the country.
- Educational options are limited, and many state rehabilitation agencies are reluctant to provide funds for clients selecting colleges far away from their home state.

The foregoing are but a quick sampling of the more tangible aspects of communication barriers—a Pandora's box a great deal more subtle and complex than architectural barriers. Exploratory and creative thinking is required. New technology may be possible. A task force is being established. In the meantime, your thoughts and suggestions are requested.



Merry Christmas Everybody! And may 1977 be the best of all New Years! With this message I should quit. But the Editor of THE DEAF AMERICAN communicates with me regularly. Invariably his messages start "Where are the H. O. Notes? . . . " Invariably I lie and say they were mailed vesterday. Of course, he knows I am lying and I know he knows but this is our Christmas present to each other and after 14 long years (they seem so short) we enjoy the interchange. But it is Christmas and as we face a new year, we stop to look at where we have been and reflect on where we may be going.

1976 was a good year generally speaking. We had strong support from the Vocational Rehabilitation Administration and Commissioner Adams and his staff. As far as I can remember, no other commissioner has made as many personal appearances to meet with consumers and organizations serving us as has Andy. While the administration's policies were not the kind to expand our programs greatly, we did have a sympathetic ear in RSA with Andrew S. Adams, Bill Hunt, Hal Shay and our dedicated and staunch friends, James Garret, Bill Usdane, Boyce Williams and Deno Reed, always ready to help when they could. We have high hopes that the new administration will be more responsive to the handicapped, and it is comforting to know that we will have support from the agency if administration policies permit.

We also had an excellent convention in Houston. While we did not end up with a Texas-sized crowd-only 944 people registered—our preliminary reports show that Texas has done it again. For the first time since 1970 our convention finished in the black. Barely to be sure, but still the Texans made it, no red ink for a change. I guess it is time to offer another round of applause and note with pride that the chairman of this achievement is NAD President-elect Ralph White.

We also have established—or at least provided the impetus toward the establishment—of what could easily be the turning point of our lives, the Legal Defense Fund. It has frequently been noted that if there is to be any significant changes in the area of deafness, it will have to be through the courts. The LDF is the first step. So far the NAD has put up the seed money, and we look forward to great things in 1977 from this source.

Staff turnover: Quite a few of our staff members have come and gone and come back again. It is one of our proudest points that we have a heavy turnover. If that sounds strange, it is because our turnover is not that people are not satisfied with the office but that we train them so well that other agencies covet them and lure them away. At the moment Nancy Connors, after a determined effort to stay put, has succumbed and in 1977 will be working for the National Center for Law and the Deaf. Nancy Kowalski left us for the American Coalition of Citizens With Disabil-Martina Bienvenu went to Gallaudet College at a salary increase of almost 30%, and we are proud of 'em all. On the other hand, Barbara Kausch used to work for us, went to Gallaudet and is now back in the National Office. We also have Marlene Thomas who formerly worked at the Model Secondary School and Myrtle Srole who was a standby at the National Association of Hearing and Speech Action. The rest of us are oldtimers with Alyce Stifter holding a 10-year record; T. J. O'Rourke close behind, followed by Marlene Segreti. So we have a strong base unless you believe in the Peter Principle—in which case we are in trouble.

We also continue to play musical offices. In keeping with

our long-range goals, the move of the publications division to the ground level is almost complete. I say "almost" because while the physical relocation is done, we do not yet have our computer equipment and predictably our new telephone system has more bugs in it than an ant hill. The telephone company is working to meet that challenge but for the moment we have a telephone system which will permit us to hold conference calls with as many as five different people in five different parts of the country, but we can't use two phones on the same line in the same office. At this time at least, the deaf staff members are limited to TTYs or interpreters. But by 1977 all systems will be working. The Executive Secretary is back in his old office. We have unwrinkled the carpets and moved our conference room from the other side of the building into the NAD side where it is now a combination conference room and reception area. The old conference room will be remodeled and rented. The bookkeeping department which will share the computer with the publishing division is also at ground level and the space formerly used by that department is reserved for our new public information officer who should be on hand by February 1.

Our outreach program is moving well. We are pleased to announce that the Magic Fingers cartridge which was developed for us by Steve Finkin of New York was sold by him to Sesame Street, which means it will be shown on that program although we do not know when. Such a showing we hope will boost sales of our cartridges and increase greatly the number of kids who can fingerspell.

The Executive Secretary is also getting religion (almost). As reported previously, he had the privilege of working with the Language Missions Department of the Southern Baptist Convention in February and again in November in Cedarmore, Kentucky. This last meeting, consisting as it did of a relatively small number of people with direct contact with deaf ministries, proved to be most gratifying and enlightening. Everyone was open and cooperative, responsive and sensitive, and I left with the feeling that there will be considerably more interaction between us in the future. It was really a good feeling and a glowing promise for a brighter tomorrow. Additionally, we have made progress in other areas as well. We have opened dialogues with the Church Jesus Christ of Latter-Day Saints here in the area. We are establishing a more firm cooperative effort with the International Catholic Deaf Association and, I hope, strengthening the good ties we have always had with the Episcopal and Lutheran programs as well. So the future is promising. With Terrence O'Rourke and Charles Estes on the board of the ACCD we have good relationships with other organizations of the disabled and are working hard to strengthen those ties too.

We have also increased our activities on the international scene to the extent that the WFD Bureau has decreed that all American involvement in WFD activities be channeled thru the NAD. And in Yerker Andersson we have an aggressive member on the WFD Bureau.

As this goes to press the Executive Secretary is preparing a proposal for RSA support for a feasibility study on the Comprehensive Needs of the Deaf Community in an effort to fill the void in the delivery of services that has resulted from the demise of the Council of Organizations Serving the Deaf. We also have completed our efforts on the Line 21 petition to the Federal Communications Commission.

See the FCC ruling in this issue of the DA as another Christmas present for the deaf community.

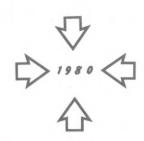
The bad news as usual is prices are going up. Not only will we be increasing the costs of our publications and See and Sign cartridges but our Bell and Howell suppliers advise that the projectors too will go up. So that effective with this issue the prices will be as follows:

New 1585 projectors	\$575.00
Demonstrators	\$545.00
New 1592 projectors	\$600.00
Demonstrators	\$575.00

Also scheduled will be across-the-board increases in our publications and films as well. Again, most of the problem is our suppliers. The NAD has a policy of holding the line as well as we can. We have held it pretty well but it is a losing battle. Still there is still time to beat the increases. We will honor all orders at current prices until the new price list comes out, or while stocks last. Note also that effective with this notice, we are discontinuing selling reels, screens and tables for movies. We will continue to sell bulbs.

LINE 21 IS OURS! That the FCC has ruled in our favor

LINE 21 IS OURS! That the FCC has ruled in our favor regarding Line 21 is a tremendous victory and one that all of you helped bring about. I take this opportunity to thank all of you who took the time to write to the FCC, Congress and the press. We now have proof positive that if we all pull together, even giants like the TV networks can be toppled. Thanks so much. What a nice Christmas present!



Book Review:

# New History Of Telephone Tells Of Dr. Bell's Interest In The Deaf

By ROBERT SWAIN

This year being the centennial of the mechanical marvel—the telephone, and Dr. Alexander Graham Bell and his work for the deaf share in the spotlight with the giant American Telephone & Telegraph & Co. in a new book, *Telephone*: The First Hundred Years by John Brooks (Harper & Row, New York, N.Y.).

Thanks to the author's other skill as a novelist of note, Chapter Two, several pages thick, reveals the Scottish-born inventor as the warmhearted hulking bear of a Santa Claus with more success than the overawed, differential accounts we have been accustomed to about him.

The author says Dr. Bell would have remained an obscure teacher of the deaf if he hadn't filed his papers at the U.S. Patent Office, Washington, a few hours before Elisha Gray of Chicago, cofounder of Western Electric (the manufacturing arm of AT&T) appeared at the same office and filed a "caveat," or warning to other inventors, for "a speaking telephone." According to the author, "On those lucky few hours priority rests Bell's legal claim to the telephone patent—and on them, ultimately, rests the foundation of the Bell System."

Dr. Bell owed a great deal to his future father-in-law, G. G. Hubbard, a well-to-do Boston lawyer, experienced in dealing with patents, for prodding him to stick close to his laboratory. It was Mr. Hubbard who got wind of Gray's experiment and he hastened to warn Dr. Bell he had better hurry up or he would lose out. He even told his deaf daughter, Mabel, to tell Dr. Bell she wouldn't marry him until he got his application in proper form for the patent office examiners.

Mr. Hubbard kept after Dr. Bell, reminding him that if he succeeded with his brainchild he would be financially independent for life, with ample opportunities to do what he pleased, in addition to lending a big hand on behalf of the deaf.

This Dr. Bell did with an eventual

impact on shrinking the globe's distances and he proceeded to found the American Association to Promote the Teaching of Speech to the Deaf, a jawbreaker name now simplified to the Alexander Graham Bell Association for the Deaf, and endowed with \$300,000.

The author, in treading the unfamiliar field of the deaf, falls into a manhole. Look at this extravagant statement: "... the Bell Method (Dr. Bell's father's 'Visible Speech') with its commitment to teaching the deaf to talk normally and thus join human society, rather than to use sign language and therefore live in a world of their own—represents a revolutionary advance in America."

The author has the inexcusable gall to imply that the deaf are a subhuman species but that they could be admitted to membership in "human society" if they are able to perform the nearmiracle of acquiring normal speech. Instead of misleading his readers who know little or nothing of the deaf with the "to talk normally" phrase, the author would have been on safer ground had he said "to help children to enunciate more intelligibly"-of course omitting the rest of the offending sentence, which points up his glaring lack of understanding of the deaf and their mature attitudes as to what is best for them in the area of communicative skills.

It comes of interest that deaf lipreaders were made use of by the German intelligence agency, Abwehr, during World War II "to follow the conversation of powerful persons." This eyeopener is mentioned in a current best seller in the nonfiction category, Bodyguard of Lies, by London journalist Anthony Cave Brown (Harper & Row). It unfolds the unbelievable and astonishing story of British intelligence and deceptive activities in helping bring down the Axis powers to their bloodied knees in the global conflict.

A high Abwehr agent, who hated

Hitler but didn't want Germany bled anew by an expanding destructive war, knew about the deaf lipreaders-in fact, he had employed them to assist his spying. Therefore he went out of his way to elude them by taking an influential Dutch informant outside on the street in the dark of night, to acquaint him with the planned German invasion of the Low Countries and France. He urged the blowing up of the strategic Meuse River bridges to impede the Nazi panzers. The higher-ups in Holland were immediately informed but no action was taken-and the rest is gory history.

Since lipreading involves guesswork, one is set to wondering how many innocent victims may have been turned over to the Gestapo as a result of mislipreading by the deaf personnel of Abwehr.

If you go in for the cloak-and-dagger capers *Bodyguard of Lies* will be your dish, your astonishment mounting with each action-packed page.

#### **Position Opening**

Gallaudet College, a liberal arts college for the deaf, is seeking a full-time English Instructor (\$12,000) or Assistant Professor (\$15,000) who is prepared to teach on all levels (remedial/developmental language program, freshman/sophomore program, and major-level program). Instruction is in simultaneous speech and sign language: compensation for sign language study is provided.

REQUIRED: Master's degree PREFERRED: Doctoral degree

D. C. Nascimento, Chairman, English Department

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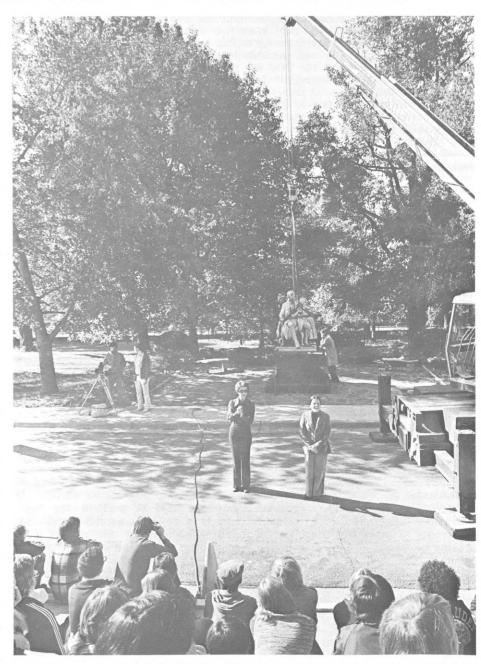
# Leave Of Absence For Tom And Alice

The choice of Daniel Chester French as sculptor for the memorial to Thomas Hopkins Gallaudet showed a good deal of foresight. An early work of the sculptor's, the statue commissioned by the National Association of the Deaf (NAD) in 1887 clearly exhibited the skill and sensitivity that were to make French America's most respected sculptor of the early twentieth century. As deaf people and their friends around the country had raised money for the project, French, who had completed a bust of President Garfield for Gallaudet College in 1883, had been called upon again to enrich the campus in the nation's capital with his sculpture.

The National Trust for Historic Preservation selected French's work as the subject of its special bicentennial touring exhibition. So Thomas Hopkins Gallaudet and his little pupil Alice Cogswell, in their bronze rendering by the sculptor, have temporarly left their home at Gallaudet College to meet an estimated half million or more new acquaintances as they visit four art museums around the country. In honor of the event the two have had a bath and acquired a new protective suit of clothes.

Before the industrial revolution, bronze sculptures could remain outdoors for hundreds or even thousands of years without showing signs of deterioration. But now atmospheric pollution causes pitting and corrosion which dramatically change the appearance of outdoor sculptures and gradually destroys them. The Thomas Gallaudet Memorial had been unveiled on June 26, 1899, before a group of 300 members of the NAD, Washington dignitaries and friends. Though the green patina and black streaking which had practically covered the figures of Gallaudet and Alice since that time seemed attractive enough, they were actually hiding many of the details of the sculpture and eating away at the bronze.

To preserve the Gallaudet Memorial and to prepare it to be exhibited with other works by the artist who had also sculpted the Minute Man in Concord, Massachusetts, and the Abraham Lincoln in the Lincoln Memorial, a team of conservation specialists arrived at Gallaudet in October to clean and restore the statue. Headed by Phoebe Dent Weil of Washington University, St. Louis, the team used a process new to the area of conservation of the objects of art. Call-



Conservator Phoebe Dent Weil (right) told interested onlookers about the process of cleaning and restoring the bronze statue as a giant crane was being made ready to lift it from its sandstone base.

ed glass bead peening, the process is a far less abrasive modification of the sand blasting technique used for such purposes as cleaning the exteriors of buildings. Tiny glass beads are used to remove the encrustations without harming the metal as chemical processes do.

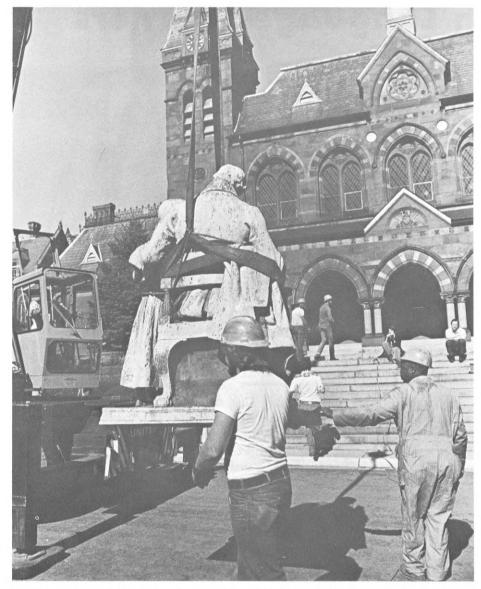
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The heavy statue (about one and onehalf tons) had to be removed from its base to the plaza in front of Chapel Hall for restoration. The blasting or peening process, completed in just one day, left the metal a gleaming gold. Next the statue was chemically treated to return it to its original brown color, and a coat of preservative was applied.

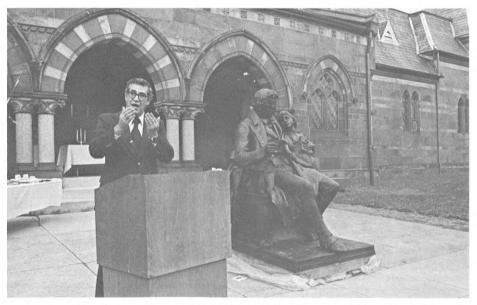
Ready for its trip to the Metropolitan Museum of Art, the statue was given a bon voyage party on the Chapel Hall plaza at the College. Dr. Mervin

#### Daniel Chester French Exhibition Schedule

Metropolitan Museum, New York City—November 4, 1976-January 9, 1977 National Collection of Fine Arts, Washington, D.C.—February 11-April 17, 1977 Detroit Institute of Fine Arts—June 15-August 28, 1977 Fogg Museum, Cambridge, Mass.—September 30-November 30, 1977



Much care was taken in moving the larger than life figures weighing about one and one-half tons so that the cleaning rocess (glass bead peening) could begin.



Dr. Mervin D. Garretson, president of the National Association of the Deaf, spoke at the bon boyage party for Tom and Alice, who are wearing their "new clothes."

D. Garretson, president of the NAD, was one of the speakers who had come to say farewell to Tom and Alice and to share fond memories and stories about the sculpting of the statue. Among the stories retold for the occasion: French had thought his work was nearly completed when his friend the sculptor Augustus Saint-Gaudens made him aware that Gallaudet's legs were too short. Because he wanted his work to be as nearly perfect as he could make it, French postponed his wedding in order to "give the Doctor an inch or two more of leg."

His care in sculpting the work seems to have been worthwhile. Michael Richman wrote in his catalogue prepared for the exhibit (Daniel Chester French: An American Sculptor):

The Thomas Gaullaudet Memorial can be ranked as one of French's important early works as well as an innovative monument in American sculpture. Gallaudet's likeness was recorded, but his gift to the deaf was also remembered. By portraying Gallaudet with his pupil at the moment of the first communication, French enlarged the meaning of the work beyond mere portraiture to include a narrative of the man achievements.

# Interpreters Group Formed In Wichita Falls, Texas

The Red River Registry of Interpreters for the Deaf—the "Triple RID" for short—was recently organized at Wichita Falls, Texas. Twenty-one regular members and three associate members have been present at meetings to discuss a motto and elect a slate of officers.

The motto adopted is "Reinforcing Realistic Relationships Involving the Deaf." The goals are: 1) upgrade our skills; 2) seek to have workshops conducted by the National Consortium of Interpreters Training; 3) assist individual members in becoming certified; 4) assist the deaf in fulfilling their social civic and economic responsibilities; 5) advance the general welfare of the deaf.

The new officers, all residents of Wichita Falls, include: President Daisy Thompson, First Vice President Susie Coward, Second Vice President Guy Malone, Secretary Dian Varelman and Treasurer Jeanette Box.

Ken and Ramona McNeely are Parliamentarian and Historian, respectively. Secretary Dian Varelman's address is Route 2, Box 636, Wichita Falls, Texas 76308. President Thompson's home phone number is (817) 692-8141; answering service, (817) 692-9502.

Meetings are held the second Monday of each month.

For English Language Learners



Signed English is a manual parallel to spoken English. It is a semantic signal intended for use by the hearing impaired child and those around him. It should be introduced to him as early in his life as possible. When used with speech, it should facilitate the English language development of the child. Signed English is also being used with some children who hear but, for a variety of reasons, have not developed speech or language competence.

Each of the Signed English teaching aids described in the free guide can be used without consulting other materials. These aids are intended to make the task of learning language more pleasant and to help the adult communicate better with the child.

Technical descriptions of Signed English and similar systems can be found in the following articles:

H. Bornstein, "A Description of Some Current Sign Systems Designed to Represent English," American Annals of the Deaf, June 1973, pp. 454-463.

H. Bornstein, "Signed English: A Manual Approach to English Language Development," Journal of Speech and Hearing Disorders, August 1974, pp. 330-343.

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# NAD Executive Secretary: Frederick C. Schreiber

By Pamela Luft



Mr. Schreiber became a fighter at a young age. He had spinal meningitis four times by the age of six. His determination to live later became his determination to help deaf people. As Executive Secretary he hopes to increase the services offered by the NAD and to increase its influence on the general public.

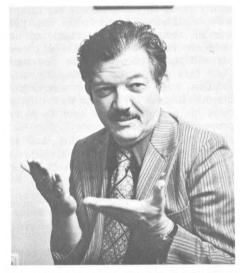
When first meeting Frederick C. Schreiber, one sees both the strong figure of a leader and the compassion of a friend. It is clear why he has been able to do so much for deaf people. Mr. Schreiber has the courage to fight for his beliefs. And furthermore, he is able to recognize important problems worthy of the fight. He possesses a sensitivity not only to people, but to all living things. His family reports that he gardens wearing a suit and tie; and in return for this courtesy, his plants flourish. Mr. Schreiber's friendships flourish in the same way.

At the 1975 World Congress of the Deaf, Mr. Schreiber found it was taking him three hours to get through the hotel lobby each time he went to his room. Everyone wanted to talk with him. In desperation, as time grew short, Mr. Schreiber began using the back kitchen entrance to the hotel.

Most importantly, Mr. Schreiber is a member of the group for which he works. As a result, he has a deep understanding of and insight into the difficulties faced by deaf people. It is largely a result of his hero-like determination to help the deaf that the NAD now exists as a major organization in serving its members.

Mr. Schreiber learned to fight at a very early age. He was born to hearing parents in New York City and could himself hear. By the time he was six years of age, Fred had been ill from spinal meningitis four times. His last illness left him crippled, deaf and with a severe curvature of the spine. At seven and one half, he was sent to a school for crippled children. He wore a cast from his neck to his knees in order to straighten his spine and could move around only when in a baby carriage. Rather than giving in to the teasing of his classmates, Fred made a list of all those people he would beat up when free of his carriage.

Fred later attended a large public school in the city. His hearing loss did not bother him; he did not grasp the problems of being deaf. For example, there were 4,000 children in the school; yet Fred was the only child not in lines at the proper times. He did not under-



The deaf in the 1950's had been taught to accept any crumbs from society. They fell if they accepted government support they would be second class citizens. Mr. Schreiber argued that they were crazy. "The more service you get, the classier you are!" Much of the NAD's work in the 1960's was government supported. The publications supply most of the income now, and have given the organization greater independence. (Photo credit: Richard J. Schoenberg)

stand the reason for this, and he was not given an explanation. It was not until he was 20 years old that he realized the other children had been hearing bells in the school.

Eventually, one of Fred's teachers recommended that he be sent to a school for the deaf. The teacher felt he was not doing well in the class; however, the biggest problem was that she rarely faced Fred when she talked, and so he was unable to read her lips. He was embarrassed many times when he did

not know what the teacher had said. The situation was humiliating, and unfortunately, it is common to many deaf people.

At 10 years of age, Fred was sent to the Lexington School for the Deaf. Three years later, the school moved all of the boys to the New York School for the Deaf, while the girls remained at the Lexington School. Fred had heard that students were not allowed to leave the New York School until they were twenty-one, no matter when they were doing twelfth grade work. He was determined to leave before twenty-one and tried to graduate at fourteen, but neither the school nor his father would permit it. Fred was then put into a college preparatory program at the school, which he shared with only one other 19-yearold boy. He had no intention of attending Gallaudet College, but Fred saw this was the fastest way he would be released from school.

Fred did enter Gallaudet, at only 15 years of age, but he told his college friends he was twenty-one. To convince a suspicious girlfriend, he grew a beard. This is an especially hard task at only fifteen, and the few wispy hairs resulting earned him his "name sign."

Always a man with a mission, Fred took it upon himself to date every girl at Gallaudet. By the time he was a senior, he had dated every girl but two. Because of his position as editor of the "Bluff and Blow," gossip column in the college newspaper, he had ready access to any information he needed about prospective dates. His major in school was chemistry. Fred was not interested in chemistry, but there were few choices.



In 1964, the NAD Board suggested Fred Schreiber for a new Executive Secretary position. But there was no money. The job of the new Executive Secretary was to make the NAD self-sufficient within two years, which included finding his own salary. Mr. Schreiber took the job at one-half of his former salary as a printer because of the potential he saw for helping deaf people in his new position. (Photo credit Richard J. Schoenberg

Editor's note: Ms. Luft prepared this article while working on her master's degree in Deaf Education at Western Maryland College, Washington.



Mr. Schreiber set himself the mission of dating every girl at Gallaudet. By the end of his senior year he had dated all but two. The picture shows a few of the girls he dated.

He was interested in teaching even less. But he did meet his future wife while tutoring members of the Preparatory Class at Gallaudet.

Fred entered Gallaudet believing that college was a place to express oneself without fear of reprisal, in an atmosphere of academic freedom. Consequently, he spoke his mind; as a result he immediately got into trouble with the authorities, a condition that continued throughout the five years he was at Gallaudet. In one instance, the dean of women objected to his fraternity's plan to dim the lights at an upcoming dance. In reply, Fred said she should take her mind out of the gutter. The college president heard of the incident and instructed Fred to apologize to the dean. Refusing to be so humiliated and compromised. Fred told the dean he was sorry for what he had said earliershe could certainly leave her mind in the gutter if she wished.

After graduation, Mr. Schreiber planned to teach in Mississippi. Instead, he went to work in a Firestone war plant in Ohio to be near his father, who was then blind and without money. However, he kept his eyes open for a better job and saw a position as a machine shop inspector. When he applied, his superior told him it was not possible to get the job because he was deaf, and the others in the shop would not be able to talk to him. Mr. Schreiber, having good speech himself, replied that it was not necessary for others to talk to him. In such a position, it was he who would talk and they were only to listen. Mr. Schreiber got the job, and from the experience he developed a motto, "It is what is between the ears that counts, not the ears themselves."

It was at this time that Mr. Schreiber began dating his future wife. He had firmly decided to remain a bachelor although he was very active in the young adults group in Ohio, as was his future wife, Kathleen Bedard. He was not worried about any competition, but he suddenly realized that SHE could run off and marry someone else and end their very comfortable relationship. His solution was, obviously, to marry her himself. He took her to New York City to meet his parents without ever formally proposing. Mr. Schreiber's father began talking about the wedding, and as the story stands today, it was Mr. Schreiber's father who proposed to the new Mrs. Schreiber.

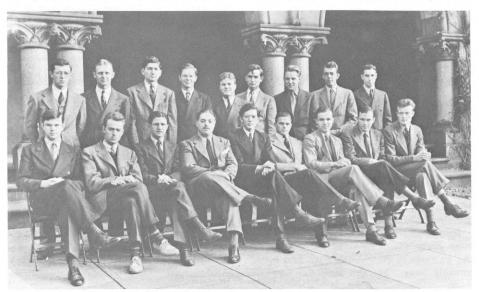
As he was young and idealistic, Mr. Schreiber was out to convert the world. After his father died, he spent one year teaching in Texas. There he challenged the superintendent on a matter of principle, and in general he refused to re-

spect the "sacred cows" of the school. This led to Mr. Schreiber's resignation but he did discover that he was a good teacher. He made a lasting impression; on a recent visit to Texas the mother of a former student reminded him of an incident. The student had written, "God only knows," in answer to a test question. In order to be fair, Mr. Schreiber gave the test two grades and wrote, "God gets an A, you get an F."

In 1948, Mr. Schreiber returned to New York City, where he worked as a printer. At that time, a union printer had the most autonomy and free time of any tradesman. Mr. Schreiber wished to help other deaf people, and both free time and autonomy were necessary to be a volunteer. At this time there were no paid jobs in organizations assisting the deaf. Mr. Schreiber began tutoring illiterate deaf adults through the New York Department of Vocational Rehabilitation. He became emotionally involved with his pupils, and was also very critical of himself. When his students did not progress, he felt he was failing as a teacher. After two and onehalf years and on the verge of a nervous breakdown, he gave up the work.

In 1952, Mr. Schreiber, still an independent thinker, moved to Washington D.C. To a great extent, the deaf of this period had been taught to accept any crumbs the community would give, rather than fight for their rights. It was the position of the NAD leaders and the deaf community, that if the deaf accepted help from the government, they were second class citizens. The government had tried unsuccessfuly to include the NAD in several conferences. Schreiber, instead, argued that the NAD was crazy—the more service you get, the classier you are!

Mr. Schreiber had attended the 1949



This picture shows the Junior Class of 1941 at Gallaudet College. Mr. Schreiber is seated fifth from the left. He entered Gallaudet when he was 15 years old. He told his friends he was twenty-one. To convince a suspicious girlfriend he tried to grow a beard. The few wispy hairs that appeared earned him his name sign.



Many deaf people have had humiliating experiences in the hearing world. Mr. Schreiber attended public school but was unable to lipread the teacher. He was embarrassed many times when he did not follow directions correctly. As an adult, Mr. Schreiber was told he could not be a machine shop inspector because he was deaf. Mr. Schreiber developed a motto to help him fight prejudices of hearing people; "It is what is between the ears that counts, not the ears themselves." (Photo Credit: Richard J. Schoenberg)

NAD convention in Cleveland, but had been disappointed. It seemed to him that many of the deaf delegates did not know the issues of debate at the convention. In 1960, the NAD changed its structure to a representative association of the separate state associations. This meant that a state representative would now be chosen, rather than drawing members of middle age who could afford to go. In 1962, Mr. Schreiber was sent as Washington D. C.'s representative to the Miami convention. He was brimming with enthusiasm for the new organization and reported that he made such a complete nuisance of himself that his name seemed to be mentioned every third word.

One of the problems of this convention was to select a location for the 1964 convention. This was also the 100th anniversary of Gallaudet College. It was feared that no one would wish to attend the NAD convention that same year. Mr. Schreiber from D. C., together with the representatives from Maryland and Virginia, all bid for the convention. Visitors could now stay for both events.

At this time, the NAD was very small. The headquarters generally moved with the location of the President. Except for conventions, meetings of the Board members took place through the mail. The association had very little money, and so the President was forced to "work out of his closet." Due to a compromise in 1962, a branch office of the NAD

Mr. Schreiber majored in chemistry at Gallaudet and also tutored students at the College. He met his future wife, Kathleen Bedard, as one of his students. Each went their separate ways after college but they met again several years later. Mr. Schreiber was a confirmed bachelor but decided to prevent Kathleen from running off with someone else by marrying her himself. (Photo credit: Richard J. Schoenberg)

was established in Washington, D. C., in order to be nearer government offices; the tempo of life at the NAD began to increase.

The NAD Board election in 1964 was very active and very political. All candidates were determined to win. Harold Ramger from California was running unopposed for Secretary-Treasurer. Mr. Schreiber entered the election to oppose him, and when later Mr. Ramger was forced to withdraw, Mr. Schreiber was elected by default. Despite skepticism and tension after the initial election results, the Board was able to work well as a unit.

Mr. Schreiber was now in a position to put some of his "radical" ideas into practice. He felt deaf people should evaluate and select their own films for captioning, and so the NAD was awarded the government contract to do so. Dr. Jerome Schein, from New York University, and Mr. Schreiber visited the Job Corps to evaluate extending those same services to the deaf. The results of the survey were favorable, but the Office of Economic Opportunity never got the program off the ground. In addition, the Office of Civil Defense was concerned about the inappropriateness of air raid procedures for the deaf. Mr. Schreiber and D. Schein were paid to investigate methods of alerting deaf people in air raid situations.

Despite these new government contracts, it was a miracle that the NAD was surviving. Mr. Schreiber was a volunteer, working until 5:00 p.m. at the NAD and from 5:00 p.m. to 12:00 midnight as a printer. None of the Board members was paid; there as

only one paid secretary, working from 8:00 a.m until 7:00 p.m.

Until becoming Secretary-Treasurer in 1964, Mr. Schreiber had been an officer of the Washington, D. C., Association. It was felt that teachers of the deaf should know sign language even if they did not use it in their schools. Dr. Schein suggested that they establish sign language classes. It was thought that no one would come, but in 1961 Dr. Schein found some willing people. The DCAD contacted Louis Fant, who suggested that the class be 40 hours, at a cost of \$2,500. A grant was written asking for \$2,000, since students appreciate a class more if they must pay. HEW, however, gave the DCAD the full \$2,500 and so the class was free. This first class was successful and so a full year's grant was written. It was from this \$10,000 grant that Louis Fant developed the first text in sign language, Say It With Hands.

In 1966, the NAD decided to hire a full-time Executive Secretary. Schreiber was recommended, but there was no money. It was thus proposed that the new Executive Secretary would have two years in which to make the NAD self-supporting. In essence, this person would be finding his own salary. Mr. Schreiber took the job, at one-half of his former salary, hoping to improve through his new position the potential he saw in the NAD for all deaf people.

Mr. Schreiber began in December 1966 with one secretary. He developed the NAD from there. From the government, he received a grant to hire personnel and manage the money for the





Mr. Schreiber always had time for his family despite all of his activities. His children report that his motto has always been, "Do for the family." Starting at the left in the picture are children Beth, Beverly, Buddy (standing), Bobby (standing), wife Kathleen (Kit), and Fred Schreiber. (Photo Credit: Richard J. Schoenberg)

Registry of Interpreters for the Deaf. He continued the sign language classes, but now through the NAD rather than the state association. The NAD applied to do a census of the deaf in the United States. No one had an accurate figure as to the number of deaf people in the country. Mr. Schreiber said that with his gall and Dr. Schein's brains the census was successfully completed.

After the 1964 convention, the NAD headquarters was moved permanently to Washington, D. C. The address was very appropriate—2020 "I" (Eye) Street. The NAD had talked for 85 years of finding a building of their own. In 1971, due to the recent financial successes, Mr. Schreiber decided the time was right and found the present building.

The publications then began to furnish most of the financial support for the NAD. In 1969, Mr. Schreiber realized it was not wise to depend on government grants for support. Publication began with *The ABC's of Sign Language* in 1970. Doctors Mindel and Ver-

non asked if the NAD was interested in publishing They Grow In Silence. Books about the deaf are usually not published due to the expense. Mr. Schreiber knew this situation was not necessary, and also saw this book as an opportunity to be free of government support. Rather than the usual 3,000 ordered for a specialty book, Mr. Schreiber ordered 10,000 copies of They Grow In Silence. His judgment was well founded, and 20,000 copies have been sold. The NAD began adding more materials to its publication list. Since they have been able to maintain low prices, the books are available to deaf people.

Throughout all of these busy years, Mr. Schreiber has remained very much of a family man. He and his wife have four children. Beverly is married, has two girls and works as a secretary; Buddy is a systems analyst for General Electric; Bobby is studying at the University of Maryland Law School in Baltimore; and Beth is majoring in Elemen-

tary Education and is training in Deaf Education at the University of Maryland.

Mrs. Schreiber is a computer technician at Gallaudet, where she has worked for the past 11 years. She is taking courses in English at the College and plans to graduate in about two years. Several of her writings have been published. The most recent appeared in the literary magazine *Manus*, published at Gallaudet.

Mr. Schreiber feels it is a real accomplishment to have survived four children. Often at night the boys would turn their radio up loud in their bedroom. Their father would storm upstairs shouting "I am not dead, only deaf!" For years the boys could not figure out how their father knew when the radio was on. At last they realized that their old radio had tubes that glowed when it was turned on.

At various times Mr. Schreiber has worked at the Government Printing Office. The Washington Post, The Star and The Times Herald to earn money for his growing family. He worked at night to earn a 15% overtime differential, but as a result, was not able to see much of his family. On one afternoon, he took off from work to attend an NAD picnic with his family. Some of the children and fathers began a football game and divided into teams. Mr. Schreiber lasted only 20 minutes. One small boy tackled him, and Mr. Schreiber was carried off the field with five pulled ligaments. He declared that this was the "end of togetherness" and that in the future he would be a father to his boys—they were to go find their own friends!

His children say he has gracefully endured all of his birthday gifts. He has worn all the clothing they have given him, and he has eaten all they have cooked for him including a breakfast of green cake with pink frosting. They say his motto has always been, "Do for the family." Mr. Schreiber has contributed informally to the family income by reading an average of two books a night. When the children were young, they would sell the books in town for ten cents each; one day they returned home with \$33.95.

Mr. Schreiber hopes the NAD will continue to grow and involve more deaf people. In a recent issue of THE DEAF AMERICAN only one of 120 deaf people were cited as belonging to the NAD (Vernon and Estes, 1976). A thesis study by William King, in 1975, found only 16% of deaf college graduates to be members of the NAD. Allen D. Crammatte, in 1968, while studying deaf people in professional employment, found proportionately fewer deaf citizens involved in public service than hearing citizens.

Mr. Schreiber feels that all deaf peo-

ple have a responsibility to themselves, the community and to each other. The deaf are part of the world, but many have not been taught responsibility, nor of their obligations to the community. It is through organizations such as the Junior NAD that these attitudes will change. Leadership training can only be effective with the support of the people in general.

Those deaf people without television and who do not read THE DEAF AMERICAN are especially difficult to contact. They are often poor and in need of services, yet they are ignorant of ways to involve themselves in the community to improve their situation.

The NAD is working hard to expand its services to deaf persons and to expand its influence on the general public. Mr. Schreiber foresees adding new publications and materials to their inventory. Some of these will be International Sign Language film cartridges, training films from the National Interpreter Training Consortium; and See 'N Sign materials, cartridges and projectors will be put in toy departments of commercial stores. TTYs have been installed in the Internal Revenue Service for direct assistance. A supplemental health insurance program will soon begin, in addition to a national advertising campaign for NAD movie projectors and accessories.

Mr. Schreiber has been one of the leading figures developing the NAD from a small and scattered organization to its present status. He has, at times, been forced to battle the government and the community nearly singlehandedly. The deaf owe much to his conviction and determination to help them. In an era when heroes are no longer fashionable and are highly criticized, Mr. Schreiber is one who deserves the admiration and respect of all.

It is now the responsibility of the deaf community at large to mobilize and use its leaders' skills and the positions of authority held by its members. The missing ingredient is a united effort. Every deaf person has an important role to play in his own future and in the future of every other deaf person.

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# Foreign News

By YERKER ANDERSSON

AUSTRALIA: In one of my previous columns I wondered whether Knut Ove West Bye of Norway was the only deaf glider pilot in the world. Deaf Notes (August 1976) replied that there was another deaf glider pilot, Rodney Stanbury of South Australia.

The Adult Deaf Society of New South Wales has agreed to cooperate with the Royal New South Wales Institute for Deaf and Blind Children in improving the services for all deaf individuals.

The continuing or adult education movement among the deaf is not unique to the United States. Several foreign countries offer adult education courses to the deaf. For example, the Adult Deaf Society of New South Wales offers five courses, including language improvement.

GREAT BRITAIN: The Duke of Edinburgh, Prince Philip, officially opened the new center of the Aberdeen and North East Society for the Deaf. When he accepted this invitation, he requested that the opening ceremony be informal and also that he be allowed to meet deaf persons. So the Society invited very few hearing persons to the ceremony.

ITALY: Police Inspector Delle Corte heard rumors that led him to the Adriatic village of Atri to interview Fioranglo Ferretti and to ask him about his brother, Carmine. He was led to a pigsty and in a dark corner he saw something stirring. It was Carmine. He was kept there for 60 years first by his parents, then by his brother and finally by his brother's sons. He never saw light and lived on pig food. He contracted meningitis when he was seven and became mute as a result. His parents thought it was an act of God punishing him for some misdeed. To them it was a great shame so they shut him off from the world. Fiorangelo and his sons are now serving prison sentences. Carmine is in a hospital but it is doubtful if he will ever recover. (The British Deaf News, Vol. 10, No. 9).

For the first time, the 300 Italian club leaders got together to work on their problems and took a course in leadership training program at the ENS-school.

NORWAY: Døves Trykkeri A/s, a printing company owned by the Norwegian Association of the deaf, has moved to a larger building at Klaus Hansensvei 22, Bergen. This building is four floors high and is also the headquarters of the Norwegian association of the deaf. Its printing equipment has been updated. For example, Auto printer and Electronic printer are used.

**CONGO:** The first school for the deaf was opened in Brazzaville last year. At present there are 66 students but the school is ready to accept up to 250.

The teachers there are French-trained because Congo was once a French colony. (*Døves Tidskrift*, Vol. 57, No. 16).

**LEBANON:** The Norwegian magazine for the deaf,  $D\phi ves\ Tidskrift$  (see above) reported that the school for the deaf in Beirut was closed due to civil war. This school has been supported by Switzerland. Its teachers have returned to Switzerland.

Was opened in Kampala. This first school has only three teachers to take care of 100 children. There are 4,000-5,000 deaf children in Uganda, according to the Norwegian magazine for the deaf.

ISRAEL: The same Norwegian magazine reported that a school was established in 1974 for Arabic deaf children. It is managed by a Catholic order (St. Dororthy) which also owns several schools for the deaf in Italy. It receives financial support from the United States.

THE PHILIPPINES: The First Asian Conference on Deafness was held last October. It was organized under the auspices of the Philippine Association of the Deaf. Dr. Dragoljub Vukotic, president of World Federation of the Deaf, attended as a special guest at this conference. In personal communication, Vukotic said that the conference was a big success. It was organized in conjunction with the 50th anniversary of the Philippine Association.

IRAN: The Iranian National Organization for Welfare of the Deaf issues a magazine, The Message, every three months. It is printed in Arabic. In her letter to Mr. Schreiber, Ann Saadat, director of international relations, made a summary of this magazine in English. It noted that evening courses in ten subjects, including sign language, were offered to illiterate children, aged 13 and up and that several foreign educators have been invited to visit the Iranian organization.

DENMARK: Prince Knud, the patron of the VI World Games of the Deaf, passed away last June. He was so enthusiastic about his participation in the opening ceremony of the World Games that he learned the language of signs in order to declare by both speech and signs the World Games open. This was a surprise even for the Danish deaf. (Døvebladet, Vol. 86, No. 8)

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# The Responsibilities Of Professionals To The Deaf Consumer

May I express my deep appreciation for the opportunity extended to me to participate in this meeting, a meeting recognizing the Twenty-fifth Anniversary of the World Federation of the Deaf. I come with a sense of great humility, for I am well aware of the antiquity that surrounds us and that I am a guest in a nation from which has emerged most of those developments which are today recognized as characteristics of an enlightened civilization. The culture of the new nation which I represent, the United States of America, has benefitted from the human values, the structure of government, the rule of law, the desire for discovery, scientific developments, incomparable art and many other contributions which have emerged from this noble land. It is an honor to be a guest in your country and a greater honor still to be invited to participate in this celebration.

In a setting as ancient as Rome, the Twenty-fifth Anniversary of almost anything would normally be of little importance. As a matter of fact, I am sure that the celebration of the bicentennial of the United States of America is seen as an occasion which merely documents the emergence of the United States in modern history. To use a space age analogy, the United States has had a successful "lift off" but whether or not it obtains a stable orbit remains to be seen! In the context of time, the life of the World Federation of the Deaf is equally short. The 25 years of service of the WFD, however, is not insignificant for an international organization. Not many international organizations live a year or two, much less twentyfive, for cultural differences and national interests pull them apart. The WFD has not only survived for 25 years, but it has grown and continues to make substantive contributions to the improvement of the education and welfare of deaf persons. The important policy positions taken by the WFD, the exchange of information which it has facilitated, the research it has stimulated, the discussion of problems and issues whch it has sponsored have made a difference in the quality of education and life of deaf people in those nations participating as members of the WFD. May I congratulate the officers and the members of the Bureau on the occasion of this Twenty-fifth Anniversary and thank them for the contributions this organization has made and is continuing to make to and for deaf people.

The subject of this paper is the "Responsibilities of Professionals to the Deaf Consumer." The word "professional" is used as a noun and means those persons who have a personal commitment and substantial educational preparation to serve deaf persons. The term "consumer" means those deaf persons who receive education, counseling and other assistance from professionally prepared individuals. Thus, professionals are teachers counselors, ministers, psychologists, social workers and administrators who have obtained one or two years of specialized preparation that enables them to offer specific services to deaf people. The deaf consumer is any deaf person: the deaf child in school, the deaf adolescent who may be looking for a job, the deaf couple who plan to be married and the deaf man or woman on the corner.

The thesis of this paper is that the movement toward insuring basic human rights and full citizenship of all handicapped people not only increases the responsibility of the professional but prescribes the manner in which he relates to and serves the consumer. In

striving to support the independence of handicapped people, the professional faces some difficult questions. How does the professional provide a truly helping relationship to the deaf person and at the same time respect his rights as an individual? How does the professional, who is prepared to render service to the deaf person in a particular role such as teaching or counseling, react when he knows that a deaf person is not receiving programs or services which are equal to those provided nonhandicapped persons? How does the professional become a positive influin eliminating discrimination against handicapped people by the general public and why should we try to do

#### Social Policy and Deaf People

In each nation we see increased recognition of deaf people and an increased effort, in spite of financial problems, to provide the programs and services which deaf people of all ages need in order to be functionally a part of the society in which they live. These programs and services constitute a statement of social policy on the part of a nation of deaf people.

Gallaudet College, which I represent, is a statement of social policy of the

United States of America. In providing substantial support for Gallaudet College, the government of the United States has offered to young deaf people an opportunity to obtain college level instruction. This is a policy commitment which few other nations have made, but interest is growing rapidly in providing post-secondary opportunities for deaf people in a number of nations.

The existence of programs and services constitute proof that a particular nation recognizes deaf people as individuals and wishes to offer them opportunities to grow and to develop as other people even though the programs and services may need to be modified in order for the deaf consumer to make adequate use of them. This is a common denominator among all nations represented here today. Each subscribes to providing a variety of programs and services which will benefit deaf people even though these programs and services will differ considerably in kind, quality, and extent. Once this policy has been established by any nation, then a corollary policy must follow: Persons must be prepared who are professionally competent to serve deaf people and to make the programs and services meaningful and effective. The presence of well-prepared professional personnel within a nation is also a statement of its social policy and its commitment to deaf persons.

#### **Professional Roles**

The qualifications which an individual must possess in order to teach at the Victoria School for the Deaf in Australia. at the Kwara School for the Deaf in Nigeria, at the Mary Hare Grammar School in Great Britain or at the Oklahoma School for the Deaf in the United States are not the same at all, and the kinds of teaching performance expected in each of these schools would also vary. In other words, professional roles of teachers, counselors, social workers, ministers, psychologists and administrators serving deaf people are largely culturally defined within national limits and often still further defined within subdivisions of a particular state. Although we see wide variations in these professional roles from nation to nation, it is recognized that persons should obtain a level of competence which will permit them to perform a specific professional role satisfactorily. It was the clergy here in Italy, in Spain, in France, in Great Britain and in other countries, including the United States, who had enough compassion and determination to provide education, religious training and

A paper by Edward C. Merrill, Jr., President, Gallaudet College, Washington, D.C., presented at the Twenty-fifth Anniversary of the World Federation of the Deaf, Rome, October 22, 1976.

vocational preparation for deaf children and young people. From these meager beginnings, each nation represented here has a very noble story to tell of its efforts to educate deaf children, to provide employment for deaf persons and to integrate deaf persons more fully into society. This progress could not have been made without individuals who were committed to performing professional roles. We commend the teachers, social workers, psychologists, clergy and others who have provided important professional programs and services for deaf people.

We know, moreover, that persons performing professional roles have also gone far beyond their assigned responsibilities in providing assistance to deaf people. This kind of commitment constitutes very magnanimous behavior on the part of professional people. Because of their commitment to deaf people, because of their identification with them. because of their desire to help deaf people overcome their handicapping condition completely, professional workers have often presented the needs of deaf people to the general public and have sought ways to involve deaf people in the affairs of their communities. In fact, most professionals are advocates of deaf people, but this area of professional responsibility, public advocacy needs much development and direction. In order to understand the responsibilities of professional persons beyond their specific roles, we must examine the characteristics of second-class citizenship which deaf persons now experience in most societies.

#### Signs of Second-Class Citizenship

Many cultural differences exist among the representation to this Twenty-fifth Anniversary meeting of the World Federation of the Deaf. In spite of these differences, we are engaging in an important discourse which is made possible by our acceptance of basic human values even though we house them in different governmental structures and express them in different words. As I visit different countries, I find that deaf people have often not obtained equal treatment as citizens in some of these countries, including the United States of America, because their needs are overlooked, because inaccurate assumptions are made about their abilities or because they are subjected to several forms of discrimination. Permit me to list five signs of second-class citizenship which appear in the United States and which probably manifest themselves as well in other nations.

Lack of Equal Access to Information: The United States is a highly communicative society. A tremendous volume of communication is carried on electronically by means of radio and television. Although the printed media is as available to deaf people as it is to hearing people, deaf people do not have access to the most advanced communication technost

nology. Not only does this subject deaf people to risks in receiving emergency notices but it also prevents them from having the same basic information as other people in order to make decisions which affect their welfare.

Lack of Inclusion in Public Events: It is still unusual to find deaf people at public meetings in the United When I attend numerous public and social events in the Washington, D.C., area or other large cities where I am visiting in the United States, I notice that deaf people have not been included. Increasingly women and other minority groups are represented in these meetings but I do not see deaf peo-The implications of this are asant. The implications are unpleasant. that, deaf people do not receive adequate notice of meetings, interpreters are not provided and deaf people are not important enough to merit inclusion in the event.

Lack of Sensitivity to Deaf People: All of us in this meeting know that a deaf person is first and foremost an individual just like other people and then an individual who does not hear. As a person, he has all the desires, interests and feelings that any other individual possesses. Yet, the general hearing public often is insensitive to deaf people by referring to them as "deaf and referring to them as dumb" or "deaf mutes." The press also often exploits in a sensational manner the handicapping condition resulting from deafness. Even professional people, who have a strong commitment to helping deaf persons, plan events which offend them or are sometimes insensitive to their communication needs.

Exclusion from Professional Roles: One of the most vicious forms of discrimination against deaf people occurs within the professions. We know well that professions are striving to develop people who can perform well and who meet high standards. This is as it should be. In doing this, however, deaf people are very often eliminated from professional preparation programs merely on the assumption that they cannot perform because they are deaf. The fact is that they do not have access to preparation programs that are meaningful to them.

Lack of Influence on Policy Development: Policies are an expression of values within a society. It is not unusual to notice therefore, that various formal bodies are given the responsibility for policy develop-ment. Policy bodies are legislature, congresses, city councils, county commissions, magistrates and other such groups that make laws and approve programs, services and expenditure Official policypublic funds. making groups seldom receive information from the deaf consumer. Sometimes deaf persons are represented before these policy groups by hearing people, but generally the deaf consumer does not have an adequate opportunity to present his needs and opinions before such groups.

Even more important, deaf persons should serve on those boards which are responsible for policies affecting programs and services for deaf people. You might be interested to know that four deaf persons serve as members of a 21-member Board of Directors of Gallaudet College. These deaf persons establish the policies by which Gallaudet College is administered. The president of the College is accountable to this Board for the effectiveness of the College program of instruction and services.

Lack of Self-Determination: One of the classic symptoms of second-class citizenship is lack of the opportunity on the part of a deaf person to make those decisions which affect his life personally. He should be completely free to decide with whom he associates, where he attends school, the kind of work he chooses to do (provided he prepares himself for it), his religious preference, where he lives, and his political affiliation. Many examples can be found where deaf persons are not as free as hearing individuals in determining their life-Curtailment of self-deterstyles mination is done through limiting choices, inadequate funding of programs and perpetuating assumptions about the abilities of deaf people and the kinds of work they should and should not do.

As these signs of second-class citizenship have been identified, I am sure many of you feel that within your particular area, few, if any, of these conditions exist. Look again. Continue to look and you will probably see more and more evidence of activities which discriminate against full participation by deaf people where an unwillingness of society to provide that extra assistance which would put a deaf person on an equal basis with a non-handicapped person exists. But what does this mean for the professional? What does he do when he recognizes that his deaf constituency, and he may be deaf himself. is really experiencing second-class citizenship? How does this broaden his responsibilities as a professional?

#### New Standards of Professionalism

Standards of performance for professional workers with deaf people in their specific area of preparation will continue to increase. This means that we will have better teachers, social workers, counselors, clergy and administrators working with and for deaf people. We will expect professional persons also to continue their advocacy of deaf people. New standards, however, concerning how this advocacy is to be expressed are currently emerging. Due to the impact of the Seventh Congress of the World Federation of the Deaf on the subject of "Full Citizenship for all Deaf People," new efforts are being made to insure that deaf people obtain basic human rights and experience full participation in their respective societies. I should like to submit the following three standards as a basis for directing professional behavior in ways that will insure increasingly full citizenship for deaf persons.

Requiring Consumer Representation: Professionals should insist upon the presence of deaf persons in all of their activities and should refrain from representing deaf persons unless they are deaf themselves. I am here representing Gallaudet College, a college which has as its mission the offering of a wide range of high quality programs and services to deaf people. I am not here representing deaf people. The deaf members of our delegation represent deaf peo-ple as well as Gallaudet College. The professional in the future will insist upon the adequate representation of deaf people by deaf people. Encouraging Professional Collegiality: The loss of hearing, even early profound loss of hearing, occurs somewhat randomly among most pop-Those diseases and acci ulations. dents which cause deafness, as well as genetically generated deafness, strike without regard to race, sex, intellectual potential or nationality. In other words, deaf people very much represent a cross section of almost any culture with a possible exception that they may tend to cluster geographically with whom they can communicate more freely. We can, therefore, expect from the deaf population its share of persons who have not only reasonable academic ability but the potential to develop professional skills and to serve other deaf persons. The professional then must exert leadership in providing programs which are flexible enough to meet the needs of deaf persons and to permit them to learn how to perform professional roles. The professional must also welcome the deaf person as a professional colleague. The deaf professional is an outstanding model for young deaf children and will, in all probability, be able to relate to and communicate with a deaf constituency much better than a hearing person. But a new standard for a professional is the full acceptance of the deaf professional as a colleague.

Practicing Non-Participation: standard will be the most challenging standard for the professional worker with deaf people to perform. This standard requires the professional to refuse to participate in meetings and activities if the conditions reflect a second-class citizenship for the deaf participants. If the professional is attending a meeting about deafness and no deaf people are present, he must question the disregard of the right of deaf people to participate in activities which influence their welfare. In the event that a professional person attends an activity involving deaf people and no provision has been made for an interpreter or other means for deaf people to communicate he should question the continuation of the activity or disassociate himself from it. These are only illustrations of the non-participation that a professional must exercise if discrimination against deaf people is to cease.

These measures seem extreme. The fact that they seem extreme underwrites the degree to which deaf people experience second-class citizenship. As the

professional enforces these standards, he not only assists the deaf person but he also makes a significant contribution to the larger society. Can continuous development of a humane and human civilization occur without the inclusion of all of the people, regardless of a condition which might make some of them different from the majority of people?

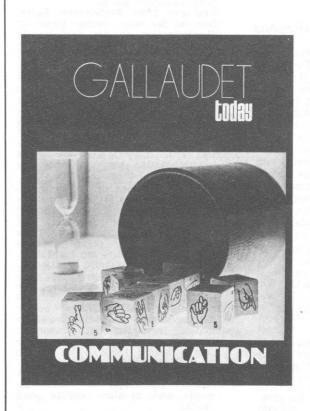
#### Summary

This paper, submitted with great humility as a modest contribution to the deliberations of the Twenty-fifth Anniversary Meeting of the World Federation of the Deaf, proposes the expansion of responsibilities of professional persons serving the deaf consumer. Qualified professional persons serving deaf people should be competent to serve in the specific roles which they were prepared to discharge. They should also continue to serve as advocates of deaf people, educating the public about the needs of deaf people and the contributions they can make to society when they are included appropriately in various activi-

The thesis of this paper, however, is that the movement toward insuring basic human rights and full citizenship for all handicapped people increases substantially the responsibility of professionals and also prescribes the manner in which the professional person relates to and serves the deaf consumer.

Aware of the characteristics of second-class citizenship, the professional must discharge his responsibilities by requiring adequate consumer representation in activities which concern deaf people, by insisting upon the development of programs which will enable deaf persons to become professionals and by welcoming them as deaf professionals and finally by practicing non-participation in those activities and events in which the rights of deaf persons are violated or in which there are evidences of deaf persons being relegated to roles which are essentially unequal to those performed by non-handicapped individuals. The responsibilities of professionals serving the deaf consumer, therefore, must be consistent with and must support the deaf individual's right to full citizenship.

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The quarterly magazine of Gallaudet College: focuses on the programs and activities of the world's only accredited liberal arts college for the deaf and speaks out on issues affecting the needs and rights of all deaf people. Subscription: \$3.00 a year in U.S., \$4.00 elsewhere. For a sample copy write to the Office of Alumni/-Public Relations, Kendall Green, Washington, D.C. 20002.



Terrence J. O'Rourke, Director Edward C. Carney, Assistant Director Angela K. Thames, Adm. Assistant

# Why The Delays In Certification Of Teachers Of Sign Language?

The executive offices of SIGN frequently receives requests for information about plans for "the next workshop and evaluation for certification of teachof Sign Language." NAD/CSP receives many letters with such questions as "Why do we have to wait until the next NAD Convention to be certified?": or, "Can I come to the NAD office and take the tests for teacher certification?": or, "We have many Sign teachers here. Why can't you put on a workshop for us?"; or, "I already have an interpreter's certificate, please send me my teacher's certificate."

The answer to the last request, of course, is that the interpreter certification is to be commended and is most admirable but hardly constitutes evidence of equivalent competency as a teacher. One of the basic objectives of SIGN is to raise the level of skills so that teachers of this unique language justifiably may be considered as being true professionals. Skilled interpreters also are professionals but few interpreters have received training in such vital subject areas as lesson planning, psychology of the adult learner, available materials and the methodology of their effective usage and the like.

The answers to most of the other questions vary in phrasing but have essentially the same theme: Planning and staging of intensive training workshops is expensive; the addition of evaluation for possible professional certification further raises the costs. Without going too deeply into the details, let us try to explain some of the costs.

It is axiomatic that professional-level training best can be provided by other professionals. SIGN members are determined to maintain a high-level quality of instruction at workshops and this seldom is available gratis. So, the instructors are entitled to a fee to reimburse them for their time and especially for their expertise. They must also be reimbursed for air and ground transportation and per diem allowance for living expenses while in travel status. Depending upon travel distances involved, workshops costs may total \$300-350 per instructor for the first day; \$135-150 per instructor for subsequent days. (Food and lodging are more costly in certain metropolitan areas, so per diem may range from \$33 to \$50.)

A one-day training workshop in Kansas City, for example, with one presentor, easily could cost \$400. With three days of training and evaluation of applicants involving instruction in a variety of subject matter and a five-person team of evaluators, the costs skyrocket to (conservatively estimated) \$3,500 to \$4,000!

The evaluation process is time-consuming and exhausting (physically and mentally) for the evaluators. In addition to a written examination on numerous subjects requiring one hour, and testing of receptive skills of the candidates by means of live or taped Sign presentations, each person is accorded a 20-minute private interview with the evaluators. These interviews are designed to reveal information regarding personal background and training, possible prior experience in teaching, individual expressive skills in one or more methods of manual communication. potential for coping with unexpected and/ or unusual classroom situations and so forth. Allowing for necessary rest and meal breaks, the maximum number of candidates which one team can process

in a long workday is approximately fourteen. More than this causes an undue strain and could result in less than fair and valid judgment of the qualifications of the applicants.

Consider, also, the fact that the work of the evaluators is far from done when the scheduled interviews are completed. Test papers must be graded and careful records maintained. On occasion, when the scoring of evaluators is widely disparate, team conferences are necessary to discuss the reasons for such grading variations with the purpose of reaching a consensus. Honest differences of opinion are not uncommon among professionals and resolving such can be time-consuming and enervating. It is not unknown to find late-hour sessions with one or more conferees exhorting colleagues, "Be reasonable; look at it my way!"

It is hoped that some arrangement can be made which will obviate the need to charge a high evaluation fee. But, for the sake of illustrating the dimensions of the problem of funding of training and evaluation, let's suppose each applicant were to be charged a fee of \$50.00. A two-day workshop might cost approximately \$2,600 and a maximum of 30 candidates for certification would remit \$1,500. What other resources have we to cover the remaining 42% of the costs?

Contrary to seeming popular belief, the NAD Communicative Skills Program is not funded to handle matters pertaining to either the training or certification of Sign Language teachers. The thrust of Program activities is mandated under the terms of the funding grant toward training for rehabilitation agency personnel in orientation to deafness and acquisition of skills in manual communication with deaf clients. Extraneous expenses such as workshops unrelated to rehabilitation are not covered by CSP budget.

If all 300 current members of SIGN continue to pay their annual dues, the total resulting income scarcely would pay for part-time clerical assistance and the burgeoning postage bill! Were it not for the generous and continuing support received from the NAD, SIGN as presently constituted, quite simply could not exist. Under present arrangements, SIGN support for even a single national-level annual workshop and evaluation is not possible. The workshop in conjunction with the NAD Convention proved to be quite popular and was well-attended. It is our expectation that similar workshops will be conducted at future conventions; however, we are aware that many persons will be unable to attend the biennial conventions. Also we know that a single evaluation every two years is inadequate to meet the needs. So, again (or still) we

are confronted with the problem of evolving a viable plan for acquiring the necessary wherewithal.

While a number of good brains have been put to work on this matter, none has yet come forth with a practical so-WE EARNESTLY SOLICIT lution. SUGGESTIONS FROM MEMBERS OF SIGN AND OTHER READERS OF THESE COLUMNS.

#### Madonna College Revisited

Recently, these columns described in some detail a successful in-service training workshop conducted by the NAD/ CSP for members of the faculty and staff at Madonna College in Livonia, Michigan. We are pleased to announce that the administration of the college and the director of the interpreter training-communications program consider our efforts to have had such a positive impact that we have been requested to conduct another such training program the first week of January 1977.

The programs in the area of deafness at this relatively small private institution were begun only a year ago. Starting with evening classes for aspirants in interpreting for deaf persons, it quickly expanded into a multiphased full-time program. Sister Mary Francilene, CSSF, president who also serves as academic dean, has given strong support to the new programs. As good an evaluation as any of her enthusiasm is the fact that she, herself, has learned manual communication and is one of the most fluent of the many new users of Sign Language on the campus.

The second workshop will be held on January 4-5, 1977. As with the previous sessions, prime thrust of the training will be toward an orientation to



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#### O'Rourke Attends ACCD Board Meeting

Terrence J. O'Rourke, director of NAD/CSP, who is a member of the board of directors of the American Coalition of Citizens with Disabilities, attended the regular quarterly meeting of the Board in Milwaukee, Wisconsin, November 12-14, 1976. While a number of relevant topics were on the agenda, Mr. O'Rourke reports that the deliberations which most directly affect the NAD and its members were relevant to an ACCD "transition team" which is expected to serve in an advisory capacity to the transition team appointed by President-elect Jimmy Carter.

For the benefit of our readers who may not be aware of it, representatives of member organizations in the ACCD met in Atlanta on the weekend prior to Labor Day, 1976, to prepare a "position paper" which was handed to Mr. Carter in person at the time he made a major address on Labor Day. Mr. Carter and his assistants have been most receptive to suggestions which have been made to him regarding problems of handicapped persons.

ACCD President Eunice Fiorito of New York City appointed a transition team of her own to work with the Carter administration in the period prior to the January 20 inaugural date when Carter appointees officially take up the responsibilities of running the government of the United States.

While a complete list of the appointees to the ACCD team is not available at this writing, we do know that the NAD representative on the team is Albert T. Pimentel, former NAD Board Member and interim president of the ACCD during its formative months.

deafness. Participants will include the few campus personnel who were unable to attend the earlier workshop and those faculty members and staff persons who are new on campus since the initial training was offered.

Terrence J. O'Rourke, CSP director. and Jane N. Wilk, who is working with CSP while on leave from the Drama Department of Gallaudet College, are scheduled to be the presentors at the upcoming workshop. In addition to orientation to deafness, the planned agenda includes rudiments of beginning manual

communication (body language, facial expression, mime and other forms of non-verbal communication). Participants will have the opportunity to follow up by enrolling in the formal classes in Sign Language which have quickly become a very popular curriculum offering. These classes are being capably taught by Kenneth O. Rust and Michael Meldrum, director and assistant director respectively of the Interpreter Training-Communications Center of Madonna.

#### **CSP** Newsletter

Edward C. Carney, assistant director of the NAD Communicative Skills Program, has been appointed a member of the Planning Committee for the Annual Meeting of the President's Committee on Employment of the Handicapped by Harold Russell, chairman of the PCEH. Mr. Carney has been a member of the Handicapped Committee of the President's Committee for the past six years and is currently serving as vice chairman of this standing committee. Mr. Russell has announced that representatives of standing committees will serve on the Planning Committee in order to encourage a diversity of input.

The annual meeting is scheduled for May 4, 5 and 6 at the Washington Hilton Hotel. Emphasis will be placed on generating ideas which can be passed on for consideration at the White House Conference on the Handicapped which is scheduled for early fall of 1977.

Norman Hammond, of IBM and assistant director of the Industry-Labor Council, and Larry Smedley of AFL-CIO and co-chairman of the Industry-Labor Planning Committee, have agreed to serve as co-chairmen of the 1977 Planning Committee.

#### Wisconsin Holds Workshop For Sign Language Teachers

On December 3-5, 1976, a successful workshop and evaluation for professional certification was conducted in Wausau, Wisconsin. Funded by a grant from the Wisconsin Department of Public Instruction to North Central Technical Institute of Wausau, the workshop was designed to train Sign Language teachers and to provide them with an opportunity to achieve professional certification.

The North Central Technical Institute subcontracted the management of the training, as well as the evaluations, to the NAD through Sign Instructors Guidance Network (SIGN), the national organization of Sign Language teachers which originated in and continues to be fostered by the NAD. Edward C. Carney, assistant director of the Communicative Skills Program of the NAD who concurrently serves as executive officer of SIGN, participated in a planning session for the workshop which was held in Delavan, Wisconsin, in September 1976.

Other persons involved in the planning included Ms. Nancy Hagen, supervisor for the Hearing Impaired Program at NCTI, Sam Milesky, supervisor of Services to the Deaf and Hearing Impaired, Wisconsin Department of Public Instruction, Leonard Peacock, president, Wisconsin Association of the Deaf, Ms. Lucille Olson, supervising teacher, Wisconsin School for the Deaf, and Herb Pickell, executive secretary, Wisconsin Service Bureau for the Deaf.

Ms. Hagen subsequently served as liaison person for NCTI and was also responsible for the local arrangements such as meeting space, media hardware and the like. Ed Carney was coordinator of the workshop for NAD/SIGN.

A top-level group of instructors was brought in to make the presentation of papers and to serve as the team of evaluators for possible certification of the participants as professional teachers. The presentors and their topics included Jane N. Wilk, Improvisational Exercises and Games; Willard J. Madsen, Lesson Planning/Skill Evaluation; Dennis R. Cokely, Comparative Sign Systems and also Second Language Learning; Terrence J. O'Rourke, Psychology of the Adult Learner; and Larry J. Berke, Methods and Materials.

Participants took an extensive written examination in each subject area, their receptive skills were tested through the use of videotaped presentations in both American Sign Language and Manually Coded English, and then each candidate for certification had a 20minute interview with the evaluation team.

Participants were selected from throughout the state of Wisconsin from a list of those who were known to have a high degree of fluency in the use of manual communication. Many were experienced in teaching classes in Sign and/or in interpreting for deaf persons.

One of the prime requisites for selection of participants was their availability and willingness to serve as instructors at a two-week workshop in June 1977. This second workshop will be open to all teachers and prospective teachers of Sign Language throughout the state of Wisconsin.

This approach to the increasingly important need to have the skills of Sign Language teachers evaluated and certified as being of at least a standard minimum of competency is unique. We recommend that teachers in other states explore the possibilities of obtaining training funds through their state department of education. The rationale used successfully in Wisconsin was that a majority of teachers of classes in manual communication are paid with state funds disbursed through community colleges, adult or continuing education

programs and the like and, in consequence, it is justifiable to provide training to upgrade the qualifications of these teachers through the use of public funds.

Participants, all of whom are residents of Wisconsin, were Crystal Anderson, Annette Binn, Eleanor Collins, Eve Dicker, Leo Dicker, Ray du Charme, Iva Ecklof, Margaret Holt, Margaret James, Hedy Miller, John Murray, Lucille Olson, Leonard Peacock, Herb Pickell, Carol Vanderbusch, Sandy Waling, David Watson, Annie Yunk and Evelyn Zola.

#### Correction of Certification List

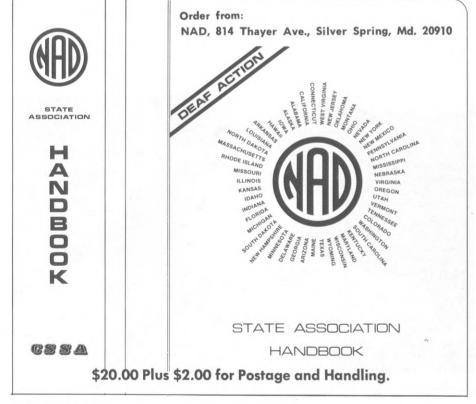
Our recent list of certified teachers of Sign Language was not complete. Inadvertently, we omitted the names of Ms. Nancy Higgs, Dallas, Texas, and Ms. Joanne Jauregui, San Mateo, California. The names of both of these ladies should have been included in the listing of those applicants who were awarded COMPREHENSIVE certification.

Attractive certificates attesting to their demonstrated skills have been sent to these ladies, as well as to all others who achieved this distinction. We regret and apologize for the error which led to this omission and trust it has not proven to be embarrassing in any way to these fine teachers.

#### Seventh Annual Film Festival On The Exceptional Individual

The University of Southern California University Affiliated Program at Children's Hospital of Los Angeles and the Southern California Region of the American Association on Mental Deficiency are sponsoring their Seventh Film Festival on March 11, 1977, (in USC's Hancock Auditorium) of outstanding professional, independent and commercial films and video tapes portraying handicapped children and adults produced during the preceding 18 months. The films selected may be those that were prepared with a special professional group in mind, e.g., physicians or educators or may be of general interest. Approximately 500 persons will attend and a special award will be given to the most outstanding film selected by a panel of representatives from the film industry, parents and professional per-

Those persons who know of such material or have produced a film or video in the past 18 months and who wish to submit it for consideration by the committee should send a one-page written description (please do not send the work) of their work (that includes the following information: Length, intended audience, content and distributor) to: Mr. Neil Goldstein, Assistant Director of Instructional Materials, University Affiliated Program, Children's Hospital of Los Angeles, P. O. Box 54700, Los Angeles, California 90054, or Dr. Molly Gorelick, Pre-School Lab, California State University of Northridge, California.





"Loco" Ladner

#### Mustakerski Repeats As Champion Of The World In Silent Chess

Nesho Mustakerski's record in Silent Chess and also against hearing opponents is awesome. We are pleased to present his career and one of his important games in the recent Bilbao Tour-

Nescho was born August 11, 1938, in the town of Ugarshin in Bulgaria. He began to play chess at the age of four or five and was almost always the winner at school. He lost his hearing from meningitis at eleven. At fifteen, he was already a very good chess player, winning first place at most of the competitions with hearing opponents.

In 1956, he won third place in the national Juniors Tournament in Bulgaria. Since 1958, he has been living in Sofia and has been a member of the Bulgarian Union of the Deaf. He has been 10 times or more the champion of Bulgaria among the deaf. He also competed in tournaments against hearing chess players and won the championship of the Sports Society "Slavia" and "Levski-Spartak" both of which have as members many international chess masters.

He won the title of "Honoured Master of Sports of the People's Republic of Bulgaria." He plays third board of the six-man team representing Levaski-Spartak Sports Club. All this competition prepared him for International Competition in Silent Chess. His record is as follows:

#### **Team Competitions**

1962 in Varna, Bulgaria-4 wins, 1 draw, no losses, best result 1970 in Turku, Finland-6 wins, 3 draws, no losses, best result

1974 in Fredericia, Denmark-6 wins, 3 draws, no losses, best result

#### Individual Competitions

1968 in Budapest, Hungary-10 wins, one draw two losses for second place 1972 in Leipzig, East Germany—8 wins. 1 draw, 1 loss, for first place

1976 in Bilbao, Spain—9 wins, 1 draw. no losses, for first place

He also won the International Tournament in Copenhagen in 1966 and the Blitz Tournament in Leipzig in 1975, where he had 15 wins, 1 draw and 1 loss.

Among his honors are "ICSC International Chess Master," "Great Master in Silent Chess" and he is the only deaf sportsman awarded the highest award

#### Calling All Chess Players!

Deaf Chess Players of America: We are asking you to identify yourselves by writing to us giving your chess records, U.S. Chess Federation rating (if any) and suggestions. We need to select and prepare a team of four players and one alternate for the 1978 World Team Competition in West Germany. Emil Ladner, 2828 Kelsey Street, Berkeley, California 94705. Thank you.

(gold medal) of the Bulgarian Union for Physical Culture and Sports.

He is captain of the chess team of the Bulgarian Union of the Deaf which won the world team championship twice. Naturally he plays first board.

Nescho graduated from a vocational school with honors as a metalworker and had been employed as a millingmachine worker in a metallurgical plant. At present he is a newspaper man in the editorial office of the Union "Silence." He writes tales and poetry which have been published.

His hobby is photography. He is married to a deaf woman and they have two hearing children, Katia, 11, and Vladi-

Despite all the honors he has achieved in chess, Nescho is very unassuming and gracious. He is friendly and helps explain points to other players. His play is very accurate in the openings and his middle game is very strong with pieces well placed for action. Thus he

is very difficult to defeat. The following game took place in the Eighth Round of the Bilbao Tournament and matched him against Francisco Lon of Spain, who was also undefeated at that point, thus making this the critical game of the world tournament:

White: Mustakerski		Black: Lon
	1. P-K4 P-K3	19. BxB KxB
	2. P-Q4 P-Q4	20. P-B5 KPxP
	3. N-Q2 N-KB3	21. Q-N1 ch K-R1
	4. P-K5 KN-Q2	22. QxP Q-B3 (a)
	5. P-KB4 P-QB4	23. N-B1 QR-B1 (b)
	6. P-B3 N-QB3	24. Q-B2 P-KR3
		25. N-N3 P-N4
	8. B-K2 Q-B2	26. N-B5 B-Q1
	8. B-K2 Q-B2 9. 0-0 P-QN3 10. R-B2 B-N2	27. PxP BxP
	10. R-B2 B-N2	28. QR-KB1 N-N2
	11. N-N3 O-O-O	29. B-B1 B-Q1
	12. B-K3 P-B5	30. R-K2 N-Q3
	13. QN-Q2 P-B3	31. NxN QxN
	14. P-QN3 N-R4	32. R(1)-K1 R-B3(c)
	15. Q-KB1 K-N1	33. N-K5 B-B2
	16. NPxP R-QB1	34. P-N3 N-B1
	17. P-QB5 NPxP	35. Q-R4 R-K3?(d)
	18. B-R6 P-B5	36. N-B7 RxR
		37. RxR Resigns

Notes by Chess Editor: a) P-N3 seems a better move so as to develop the corner Rook by R-B1. b) Loses time. c) We prefer B-B2, threatening RxN or P-N5. d) Fatal—evidently overlooking the Knight fork. Relentless pressure by White while Black's KR remained in its corner.

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INTERNATIONAL CHESS—Mustakerski of Bulgaria poses for his picture snapped by Emil Ladner after the USA entry was checkmated in the position shown.

# Dilipinas



By Carl A. Argila

85-E Kamuning Road Quezon City PHILIPPINES

As promised in our last column, we begin the first of a two column series on adopting a deaf child from abroad. This month we shall touch upon some of the personal considerations which a potential "parent" might want to think about before adopting a deaf child. Next month we shall discuss the legal technicalities of overseas adoption.

Having been away from the United States since 1971, it was a great thrill for me to return for last year's World Federation of the Deaf Congress. The one month I would spend in the United States would not be nearly enough time for me to do all the things I wanted to do—but one thing was a must on my itinerary. I had to visit all of those precious friends who provided us with moral, and in many cases material, support during these long years in the Philippines—and helped to make the 10,000 mile distance from "home" a little less awesome!

I even made a check list of people I had to see—Lindsay, my former office-mate from the years we worked together in Houston, the complete antithesis to what one would expect a "lady engineer" to be like! Ed and Martha Bloom, without whose inspiration I'm sure I would never have begun working with the deaf.

And then there was Rick and Carmen. Rick was my roommate when we were both students at Florida State University. Perhaps Rick and I became close friends because we had such opposite personalities. Whereas I was somewhat introverted and bookish, Rick was outgoing and quite the man-about-campus-star of FSU's "flying high" circus and president of one of the school's most active student religious organizations. Rick just seemed so All American-and his marriage to his campus sweetheart, Carmen, just seemed to reek of apple pie and everything that was American during the early, idealistic 1960's.

But now it was 1975—and a lot of bubbles had burst during the past decade. None the less I was thunderstruck to learn that Rick and Carmen had divorced—leaving a darling five-year-old girl to be reared in a broken home. Rick and Carmen were the last to go, so to

speak. All of my friends who had married after high school had divorced (some are now working on their second and third marriages!) and those married immediately after college were now gone too. In fact, as I look around at friends and colleagues it seems as though the more successful marriages are those which began later in life. (One might pessimistically conclude that the most successful marriage is the one that never begins!)

I guess I'm just old-fashioned, but I still think that marriage should be "for keeps"—and perhaps that's why I've been reluctant to take that fatal stroll down the aisle. Many of those whom I met at the WFD Congress last year seem to have similar sentiments. I sensed that their attitude is that these are uncertain times, at best. Building a life alone just seems more practical than becoming a statistic! And, too, I think many of us want to make a better home for our children than our parents made for us—a home filled with warmth and love—not just material things.

THE THREE L'S FOR A
HAPPY HOME:
LOVING
LAUGHING
LEARNING\_\_

\*\*\*\*\*\*

\*\*\*\*\*\*\*
Psychologists claim that the American home today is void of love and commun-

ication. Maybe so, but I saw in so many of these "singles" I met, just so much love pent up I thought they'd explode! And I know how they feel—there is a basic psychological need to love and to be loved. I guess perhaps that's the main reason why I made a major decision in my life a few years ago to share this love with a child, my adopted son, Cecilio. There are others, many others in the deaf community, some recovering from unsuccesful marriages. (There does seem to be a higher incidence of divorce among young deaf couples versus hearing couples, doesn't there?) who have the resources and the love to become topnotch parents. And I think there is a special place for this kind of parent particularly for older deaf children.

Married couples who seek children for adoption usually want infants whom they can call their own, more I think for their own satisfaction than for the child's benefit! Older children, particularly older deaf children (anything over age five is considered "old") remain unadopted. Single parents, on the other hand, would find it difficult to cope with an infant. The single parent is usually a working parent so being able to enroll the child in a preschool or day care program is a necessity.

For the deaf "single" there is another important consideration — communication. The deaf "single" is uniquely qualified to provide a home environment of free, relaxed and effective communication. I am a very firm believer in the necessity of good communication in the home for the success of the deaf child in school. The burden of communication rests with the family, not with the school. This is certainly a necessity for those of us with "mainstreamed" deaf children—and it is certainly what the single deaf parent can provide.

So what's it like to be a "single parent"



Author and his adopted son, Cecilio, one of innumerable deaf waifs in developing and underdeveloped countries around the World. Next month shall discuss the legal technicalities of overseas adoption.

(or, as my friends kid me, an "unwed father")? Rule number one: Don't become involved in role playing." Don't try to be something you're not. You are not the kid's father (or mother, or whatever). There are times when I feel like a mother—perhaps because Cecilio is at an age when he needs more "mothering" than "fathering". And there are times when I feel like a father but most of the time I feel like myself-mentor, confidant or, as Cecilio says, "We're friends." Cecilio and I talk openly about his natural parents (they had abandoned Cecilio-more about that in a forthcoming column) and I never try to replace them. I'm just me. And that's the way it should be.

Rule number two: Your life will be changed substantially, but don't let it become changed completely. I really think it takes at least a year for the parent to adjust to the child-and the child to adjust to the parent. As I look back to my pre-parental days I realize that I'm a very different person today than I was then-and that's good. I've learned that part of a person's psychological growth-which is a lifelong process—is passing through parenthood. One must become a parent if he is to fully understand himself. But that isn't all there is in life. The child is not the center of your life as you must not become the center of his. Maintain your hobbies, interests and friends. And keep on dating!

A well-adjusted, secure child will understand that you need the love and affection of another just as he needs your love and affection. The secure child does not become jealous. Interestingly, though, as I look back to my pre-parental days I notice a distinct change in the character of my dating. It has become less intense. Gone are the quiet Saturday night candlelight dinners and those lazy Sunday afternoons—supplanted by trips to the museum, zoo, park, carnival, etc. And too, potential dates must pass the "Cecilio test."

There must be a rapport, I've learned, between you and your date and your child or else you become the "link" between two isolated worlds. I've never dated anyone fluent in Signed English and none of my dates have ever learned more than a few basic signs. And yet, when that magic rapport existed, there

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was no communication gap. I think that is precisely the kind of sensitivity which one would look for in a life time partner.

There are so many more feelings I'd like to share with the reader-about education, how we've managed to make the simplest situations occasions for learning, about social adjustment, etc. But our space is limited, so let me just close with the most important of all the rules I've learned as an "unwed father." You can't do it alone . . . so don't try. There are days when everything seems to go wrong. I sit, at the end of the day, in our darkened living room, thinking of all the things I had done wrong—the sharp words I threw at Cecilio because I was annoyed about something else, the opportunities for creative experiences I let slip by, the few minutes I never found to help Cecilio with his writing, the few pesos painfully set aside for a new pair of shoes which had to go for unexpected medical expenses.

I look at myself and how utterly inadequate I am to be a parent—and how audacious I was to have claimed I could raise a child! At times like these the burden of being a parent just seems to be overwhelming. I shake my head in wonder at how incredibly difficult life is for the single parent—with no one to share the burden with—and tears stream down my face. But there is Someone to share the burden with! "For I am with you always . . ." He told us. We are not alone—He is with us.

The light snaps on and Cecillio comes running in. "Why are you sad, Papa?," his little arms enfolding me like tentacles.

"I'm not sad. I'm very, very happy."

"I love you Papa."

"I love you too."

#### Council On Education Of The Deaf

# Resolution on Individual Educational Programming for the Hearing Impaired (Deaf and Hard of Hearing)

WHEREAS administrators of public education programs designed to serve the hearing impaired (deaf and hard of hearing) are charged with the legal mandate to provide individualized instruction and services to accommodate the wide range of communicative, cognitive, social behaviors of hearing impaired persons of school age without exclusion, and

WHEREAS the hearing impaired population (deaf and hard of hearing) of school age includes all children/youth with a hearing loss ranging from moderate to profound as measured through audiometric assessment and

WHEREAS the range of responsive behavior of school age children to educational intervention is open testimony to the fact that no single method of instruction and/or communication (oral or total communication), or educational setting can best serve the needs of all hearing impaired children (deaf and hard of hearing) of school age and

WHEREAS the Council on Education of the Deaf (CED) comprised of equal representation from the three professional organizations for the Deaf: Alexander Graham Bell Association for the Deaf; American Instructors of the Deaf; Conference of Executives of American Schools for the Deaf, reflects the position of educators/administrators of programs for the education of deaf and hard of hearing children

THEREFORE BE IT RESOLVED that the Council on Education of the Deaf (CED) hereby signifies its commitment to the initiation, expansion and improvement of educational options in order to serve every hearing impaired child of school age, in recognition of the right of every deaf or hard of hearing child of school

age to have an appropriate individualized educational program including such aspects as: 1) the educational setting, ranging from partial or full time regular classroom placement to partial or full time educational programs offered in a special classes in public/private day schools or public/private residental schools. 2) the method of instruction and instructional strategies which shall be employed during the school day. 3) the need for continuing monitoring, assessment and modification/extention of each school age child's program including method of instruction and educational setting as his/her changing personal, social and instructional needs dictate.



### What's Happening

### In Continuing Education

By DR. ELAINE COSTELLO

The Center for Continuing Education, Gallaudet College

#### Classes For Deaf Adults Flourish In The Milwaukee Area

The Milwaukee Hearing, Inc. and the University of Wisconsin — Milwaukee have co-sponsored continuing education classes and activities for deaf adults during the summer and fall of 1976.

The project was started in September 1975, under the direction of Howard Busby in cooperation with the Gallaudet College Center for Continuing Education. When Mr. Busby moved to Tucson, Arizona, the following summer, June Carr and Leo Dicker assumed responsibility for continuing the efforts begun by him. They are assisted by Evelyn Zola and Ellen McLaughlin. Dr. Dicker reports that the success of the project, thus far, can be attributed to the guidance of a 19 member all-deaf Advisory Board who have met frequently to suggest activities which would interest the deaf community.

This fall, eight separate classes, ranging from one session to five sessions, were scheduled and advertised to the deaf community. The attendance has been remarkable. For example, "Legal Workshops" were scheduled on five Saturday mornings; 54 deaf adults participated in the first session and 60 in the second one. The series of workshops are being offered in cooperation with the Milwaukee Bar Association and include topics such as: Family Law, Business Law, Landlord-Tenant Law, Legal Problems Pertaining to Cars and Medical-Legal Problems. A Mock Trial is scheduled for December 11. A courtroom has been scheduled and a judge, bailiff and a court recorder have all volunteered to participate.

To date, the project has sponsored three classes for the elderly deaf in cooperation with the Golden Agers Club. These classes included, "Food Stamps," "Social Security" and "Crime Prevention—Whistle Stop." The groups of elderly deaf who attended these sessions were enthusiastic and have requested a variety of other topics for the spring semester.

Three courses have been offered in cooperation with the Milwaukee Public Schools Evening Classes. "Macrame" and "Self Defense" were integrated with hearing students. The 14 deaf women and five hearing women who were enrolled in "Macrame" want to continue with an advanced class in "Macrame" next semester. Twenty deaf adults took advantage of an "Auto Servicing" course which was offered

A "Diet Workshop" attracted 12 deaf adults who lost a total of over 90 pounds so far this fall and hope to continue the sessions next semester.

One of the key activities which may account for some of the success of this new project was an orientation program which was provided at the beginning of the fall semester. Seventy peo-



Mrs. Judy Scott interprets for the macrame class.





Left: Students from the macrame class proudly present their works of art. Right: Deaf students in the very popular Auto Servicing class.

ple attended, including public school teachers, interpreters, alternate interpreters, the members of the Advisory Board and other interested deaf students. The program was designed to give the teachers who would conduct classes with deaf students an opportunity to discuss some of the problems that they anticipated having. Those attending the orientation program were given the opportunity to participate in role playing and small group discussion activities.

Plans for next semester are now underway and class announcements will be sent out soon. June Carr reports. "Enthusiasm is running high—among the

deaf adults and the four of us who are working with the project".

For more information, please contact:

Ms. June Carr, Executive Director Milwaukee Hearing Society, Inc. 744 North Fourth Street Milwaukee, Wisconsin 53202 Phone: (414) 272-1771

or

Dr. Leo Dicker Department of Education University of Wisconsin Milwaukee, Wisconsin 53202 Phone: (414) 963-5260

# LEGAL ACTION CORNER

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One-half century ago a court observed that

"[I]n the absence of an interpreter it would be a physical impossibility of the accused, a deaf [defendant], to know or understand the nature and cause of the accusation against him and . . . he could only stand by helplessly . . . without knowing or understand[ing], and all this in the teeth of the mandatory constitutional rights which apply . . . Mere confrontation would be useless . . . bordering upon the farcial." Terry v. State, 105 So. 386 (1925).

Today courts still deny equal access to deaf individuals. Many of the more than 30 state interpreter laws for deaf defendants are very inadequate. Additionally, specific interpreter laws in almost 20 states plus the federal government do not exist.

To remedy this situation, we suggest that state statutes contain the following provisions:

• States should require that interpreters be qualified by the State Registry of Interpreters (RID), a state association of the deaf or a state agency. The law should also provide that a directory of qualified interpreters be compiled and used at each court. See Maryland Code 9-114 (1976).

To insure proper training and appointing of interpreters, a state can implement a contract between a state agency and the Registry of Interpreters for interpreting services. At the present time, Georgia uses this method.

- The court must appoint the interpreter, not leaving it to the discretion of an individual judge.
- The law should provide for adequate payment of interpreters, including expenses and waiting time.
- The interpreter should be appointed after the arrest of a deaf person in criminal proceedings. Oklahoma Statute Ann., Title 22 §§277-278 (1969).

- Courts should provide interpreters in civil as well as criminal proceedings to allow individuals "access to courts."
   Boddie v. Connecticut, 401 U.S. 371 (1971).
- Interpreters should be provided at administrative proceedings. States that furnish this are Colorado, Connecticut, Iowa, North and South Dakota, Washington and West Virginia.
- The court should pay for interpreter services in any judicial or administrative proceedings. The interpreter serves as a neutral medium to help the court and parties understand and participate in the proceedings.

Just as a hearing person has free access to the court microphone system, so should a deaf individual.

To date, we have provided packages of material on model interpreter legislation to groups in California, Iowa, Kentucky, Oregon, New Hampshire and Texas; and on request we will provide them to your group.

## **Foreign News**

By YERKER ANDERSSON

**SWEDEN:** Religious services for the deaf are now offered on TV in Sweden. The other Scandinavian countries have regularly broadcast religious services in the language of signs since several years.

Greenberg's In This Sign was translated into Swedish for two or three years ago. This year it was again written into simplified Swedish, especially for the deaf. It is published by Askild Karnekulls Forlag.

In his editorial, Lars Kruth urges the local clubs of the deaf to discuss more openly the question whether or not hearing persons should be admitted as members to the local club. He prefers to leave this question to local clubs to decide but believes that every club should state its position on the matter clearly. However, he points out that the inclusion of hearing persons has facilitated the relationship between the local club and local government.

**GERMANY:** The German post office which is responsible for the German telephone system has given the deaf permission to attach telephones to TTYs.

Comment: More and more countries in Europe are using TTYs but technical problems such as different voltages, different telephone standards (different sizes, etc.) remain to be solved. Europe should be a good market for American TTY devices if the devices can be adapted to European standards.

NETHERLANDS: A deaf woman, Irma Van Gorkum, took a doctoral degree in biology at the University of Leyden. Her special field was microbiology. She was a product of the famous oral St. Michielsgestel school.

NORTH VIETNAM: Deaf Notes (Vol. 13, No. 9, p. 5) reported that professor An Hu Tuoc took a survey in North Vietnam and found there were 3,200 cases of deafness among children under 15 years of age. Most of these children have not been able to go to school and have no ability to communicate.

**SPAIN:** The deaf in Spain had their first national congress last May. It was opened by Queen Sofia and its honorary chairperson was King Juan Carlos. It is ironic that Spain was the first country to publish a work on education of the deaf (1620) and yet was one of the last countries in Europe to have such a congress.

**SCANDINAVIA:** The Swedish association of the deaf invited the Scandinavian associations of the deaf to a seminar on integration. The participants agreed that they had no objection to integration per se but they feared that at present it was still only "a slogan" as the Danish participant Knud Sønderard said in his editorial (Døvebladet, Vol. 86, No. 8). They believed that the government tended to see integration as an economic advantage rather than as a way to help the deaf to become integrated with the hearing.

# Miss Deaf America Attends National Grange Convention

By SUSAN DAVIDOFF (Miss Deaf America, 1976-1978)

Before I tell you about my first trip as Miss Deaf America, let it be known to all of you who watched me limp in Houston that week—I finally had knee surgery! Hopefully, I should be back running and dancing in a few months.

Now, down to business. I was invited to attend the National Grange convention at the Sheraton-Deauville in Atlantic City, New Jersey, November 8-15. It was particularly exciting for me because it was my first trip since I became Miss Deaf America. I was met in Philadelphia by the director and two members of the board of Youth Activities and we drove the long hour to Atlantic City, but we talked and talked the entire trip. I was so surprised to see that all three Grangers could sign and they even thought of bringing a flashlight in the car so we could still talk in the dark.

When we got to the hotel, we went to a dance and many, many people came up to me to talk and sign. There were about three or four thousand people there and it seemed as if everyone could at least fingerspell and a great many of them could also sign.

The next morning I spoke for about an hour about the problems of deaf people, and about myself, and answered questions from the audience. They were very responsive and attentive and most of all, genuinely interested and concerned.

Around noon, two of the people-Mary Jo and Wade—and I started rehearsing for song/sign numbers. We practiced all day and really became nervous wrecks. After a buffet dinner, we got ready for the coronation pageant. The Grange chooses a National Prince and Princess and a National Young Couple. These winners are not chosen on the basis of beauty or talent, but rather on the basis of their work and dedication to the Grange. They must go through rigorous preparations and interviews prior to the pageant, and I'm sure all the contestants were nervous wrecks, also.

At the coronation pageant, the Prince and Princess contestants sang and signed "This Land Is Your Land" and the Young Couple contestants sang and signed "Tell Me Why." Both groups performed beautifully. Then Mary Jo and Wade sang and signed "Follow Me," "Amazing Grace" and "I Still Love You Lord." Finally, after I spoke to the audience for about five or ten minutes, the three of us sang/signed "I Hear Your Hand." I must say that despite



Susan Davidoff, Miss Deaf America 1976-1978

our nervousness, we performed admirably. Finally the national winners were chosen and the Grand Ball began.

Throughout the weekend, dozens and dozens and dozens of people came to talk with me, and all of them tried to My reaction to the National Grange is astounding. The organization is truly deeply concerned and involved in the cause of deaf awareness. Did you know that they published a beautiful sign/song book entitled "Lift Up Your Hand"? I found the Grangers to be wonderful, down-to-earth people who are learning signs and helping to educate the public about the problems and needs of deaf persons. The Grange wants to be involved with the deaf. If you could have seen the audience crying when the songs were signed, you might begin to understand their admiration and devotion to deaf people and their tremendous willingness to help. Let us allow them to join us and feel a part of us. The central Nation Grange office is in Washington, D.C., and Bill Steel is the man to call. However,

each state has a Grange and I **know** they would be so excited to be asked to involve themselves actively with the deaf. So keep them in mind and let them know you appreciate their efforts.

Deaf people might sometimes complain about the apathy of hearing persons. Here is a huge organization that is certainly not apathetic—they care. Let's get them involved in our functions, conventions, schools, etc.

My weekend at the National Grange convention will be a memorable one. The Grange is a family organization that works hard for what they believe. And they believe in the capabilities and rights of all deaf persons. If this trip is a reflection of what is to come for my two years as Miss Deaf America, I will enjoy the experience immensely. At the end of my two years of traveling and meeting such fine and dedicaed people as the Grangers, my feet will be sore, my hands will be tired, my body will ache from fatigue—but I will have learned a great deal.

#### FCC Installs TTY In Assistance Office

Richard E. Wiley, chairman of the Federal Communications Commission, has announced the installation of a TTY phone for the deaf in the Commission's Consumer Assistance Office, Washington, D.C. The telephone number for the FCC's TTY phone is: Area Code 202-632-6999.

"We anticipate that in many cases we will write down the questions and let the caller know that we will locate the person in the Commission most capable of answering the questions, and call back with a reply," explained Belle B. O'Brien, Chief of the Consumer Assistance Office.

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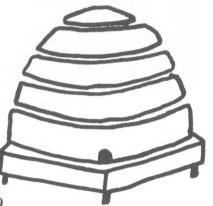
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# Michelle Craig Smithdas: Deaf-Blind Bride

#### By RUTH BROWN

The smile hits you squarely between the eyes. Neither cold print nor photographs do justice to its luminous quality. And these days, after a lot of trauma and struggle, Michelle Craig Smithdas has plenty to smile about.

On December 13, 1975, she was married to Robert Smithdas, director of Community Education Services at the Helen Keller Center for Deaf-Blind Youths and Adults and himself deaf-blind from an attack of cerebro spinal meningitis at the age of 41/2.

Michelle met Bob in 1972 when she came to the center as a client. Today she is an instructor's aide in its communications skills department, teaching Braille, finger spelling and sign language to both teachers and clients. And one of the privileges she has as Bob's wife is to eat lunch with him in his spacious executive's office.

She's come a long way from Altadena, California, where she was born, via Gallaudet College, to the Helen Keller National Center for the Deaf-Blind at Sands

Point, New York.

"I guess I've been deaf from birth," Michelle told us during a conversation in her Garden City, N.Y., townhouse apartment, "but I was able to use a hearing aid until I was a high school sophomore." She attended a Catholic parochial school for five years and concurrently a special Saturday school for speech reading. She found high school difficult when her hearing loss became total, and her parents urged her to attend the California School for the Deaf at Riverside.

"At first I refused to go there because I was not sure I could accept having other people communicating differently from myself," says Michelle. eventually she gave in, staying at Riverside three years and making many friends, learning so rapidly and well that she readily gained admission to Gallaudet College in 1966.

"Oh, I looked forward to Gallaudet because it was the first time I'd be so far away from my family. It was both exciting and scary," she said. Michelle is the oldest child in her family of three sisters and five brothers. One brother is deaf and presently a student at the Community College of Denver, Colorado.

Michelle enjoyed her college years at Gallaudet to the hilt. Then during a senior sneak day trip in her senior year, she had a snowmobile accident. As a result, "I spent four months in the hospital. I was unconscious for two of these months, and even after brain surgery relieved the pressure of my internal bleeding, I woke up without any memory, not knowing or recognizing anything," she says. "Then the doctors realized the optic nerve had been damaged. Optic atrophy set in. Meanwhile, I had to learn everything over again, even who my parents were. My family also learned finger spelling fast so that they could communicate directly with me and keep

On the advice of her doctors, Gallaudet College awarded Michelle a certificate of completion in May 1971. "I was losing my sight but so gradually I wasn't really aware of it. Meanwhile, it was great to be together with my own classmates at graduation time after we

had come so far together."

Michelle's family moved to Colorado,



Smiling Michelle Smithdas.

so Michelle went to the Anne Sullivan Macy Center in Denver for Braille and mobility training. While there, she decided she wasn't satisfied with the certificate of completion from Gallaudet. She wanted to earn her degree all the

She took the necessary courses to complete degree requirements at the Community College of Denver and at the same time received credit from the University of Colorado in Greeley, majoring in mathematics. While she was at the Community College of Denver, she attended classes with an interpreter; the University of Colorado accepted the work she did in Braille at the Anne Sullivan Macy Center and administered the necessary examinations by mail. Research for the term paper she did on communication modes with the deaf-blind was completed at the Colorado School for the Deaf, Colorado Springs, for the Community College of Denver. Her grades and work were then forwarded to Gallaudet College, which would then evaluate them and decide if they indeed fulfilled the necessary requisites for a bachelor's degree.

While waiting for the verdict from Gallaudet, Michelle entered the National Center for the Deaf-Blind at New Hyde Park, N.Y., for more training in independent living, staying at the Burrwood Cottage for women on Long Island's

Eventually the good word came from Gallaudet: Michelle could come and pick up her bachelor's degree in May 1972. "It was one of the most exciting times in my life," Michelle says, "Because that

Photo credits this article: Ruth Brown



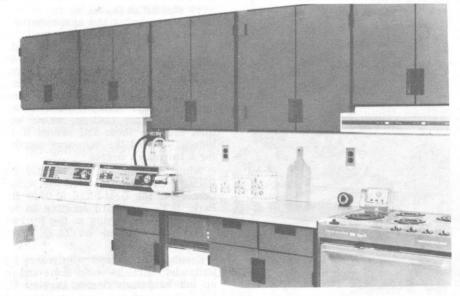
Bob Smithdas listens lovingly as his wife Michelle talks.



Michelle Smithdas teaches a client fingerspelling. Note the Braillewriter in the foreground and the Tele-Touch machine in the background.



Mary Switzer Building at Helen Keller National Center for Deaf-Blind Youths and Adults.



The Smithdas' model apartment kitchen features white counters and bright red counters for maximum visibility.

piece of paper was a real, earned degree, and because I had broken a hurdle—my blindness—to get it."

The exhilaration of this achievement led her to enroll at New York University for a master's degree in its vocational rehabilitation program. "I stayed in a NYU dormitory and taught my friends there finger spelling," she recalls. However, she found her studies too difficult because at that time there were no other deaf students in that program, so she switched to the deaf education program where she could benefit from the interpreting services provided to deaf students.

Because she had demonstrated a great interest in working with the deaf-blind for a long time, eventually she left NYU for the opportunity to become a professional trainee at the National Center for the Deaf-Blind, and continued her studies at Hofstra University nearby. "I stopped going to school when I got to know Bob better," she says impishly. Thus Bob Smithdas is still the only deaf-blind person ever to earn a master's degree from an university.

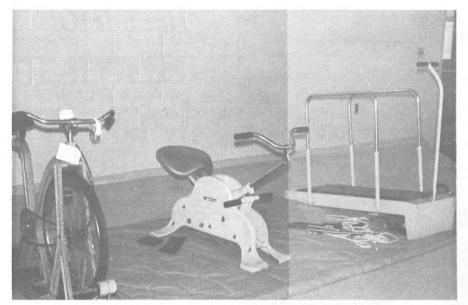
"I learned courage and determination from Bob," she continued. "He has given me a much better outlook and has helped me overcome any bitterness I might have had. I now realize that I can do just what anyone else can do."

As a mutual friend, Jane Claire Miller, declared, Michelle's hobby is "hubby." Michelle herself says, "Our marriage is a shared thing. We share everything, we do everything together. We cook together, make the beds together, go down to the laundry room together. Bob is a good cook while I like to bake. We go shopping on Friday afternoons with a seeing person, and label all our food, medicine and clothing. Bob, you know, can't see a thing, while I can still tell the difference between dark and daylight. I can also see the body outline of a person near me, despite the dark glasses I wear to protect my eyes from glare. Right now Bob and I are looking for a house near a shopping center where Bob can get haircuts and I can shop.

"We have Braille clocks and watches to keep track of time," says Michelle, "and a buzzer under our mattresses to wake us up in the morning." A page-buzzer, which looks like a transistorized pocket radio, lets them know when expected visitors arrive at their apartment door.

Bob and Michelle are driven to work every day. Both of them put in year-round full-time five-day weeks from nine to five at the National Center for the Deaf-Blind, which moved from New Hyde Park to Sands Point in January 1976, and was renamed in memory of Helen Keller

Its Mary Switzer Building houses more than 80 rooms on its two floors, one of which is Bob's office. Bob told us, "There's been no real census of the deafblind yet. It's something our research



Gymnasium apparatus in the Smithdas apartment.

department is working on for the Federal government. Meanwhile, I estimate that there are 15 to 20,000 deaf-blind people living in the United States, of whom 500 are children. With the dedication of the Peter Salmon residence hall on July 1, 1976, we're able to increase our caseload from 18 to 50 deaf-blind clients."

The facility is presently operated by the Industrial Home for the Blind, and clients are referred to the center by public and private agencies in their states. The waiting list is long.

In the company of staff psychologist Sam Gluck, we toured the Switzer Building. It features a speech and audiology department, a gymnasium, a huge workshop and a model apartment. The Amplaid ERA MK III Stimulator is an unique piece of audiological equipment, measuring brain wave changes in response to auditory cues through electrodes. It is used on infants and adults who could not otherwise be tested accurately for hearing impairments. The gym, whose walls are bound by tilted walk-up ledges from the floor, includes machines and apparatus to exercise muscles and develop coordination. Clients spend five hours daily in the workshop where their performance on different tasks at different machines is evaluated. The model apartment features gas and electrical appliances for cooking and laundry, and teaches independent living skills.

An instructor told us, "Here's one simple thing we teach, for example, in the kitchen. We have a drawer just for knives, and when a client takes one out to use, we teach him or her to carry it with the blade down. That way, should he or she bump into something or someone, the knife will fall to the floor instead of hurting somebody."

Stairs in the building have rails. A rough place on the rail and a small piece of carpeting on each beginning step ensure safety. There are also an elevator, emergency fire doors and chute. Each

room is marked by an identification number in Braille and script. The walk between the Switzer and Salmon buildings is floodlit at night, and heating coils beneath it melt snow during the winter.

Plans for the vocational building include auto mechanics, chicken-raising, laundry work and a greenhouse.

Another activity of the research department is development of telephonic communications equipment for deafblind people. Braille-TTY machines should shortly be available, and the center itself has developed the smaller, lighter Tele-Touch machine. Bob and Michelle look forward to getting such a machine for their own personal use.

We visit Michelle in her classroom where she awaits a client with whom she is going to practice finger spelling. The room is littered with Perkins-Elmer Braillewriters, and four other deaf-blind people pop in just to say "hi" before going on their way elsewhere. They greet each other warmly and ask to practice the finger spelling they have learned from Michelle on this visitor, a willing guinea pig who complimented all of them on their adeptness.

"I wish I could tell families of deafblind people that the most important thing they can do is to show love and acceptance. It's the most important thing the family can communicate," Michelle said earnestly. "Other people outside the family circle should also show friendliness. If everybody would try to develop better ways to communicate, it would help the deaf-blind person. He himself must also try to become more friendly and sometimes even make the first overtures."

The smile on her face underlines the meaning of her life and love.

(Note: The writer wishes to thank the Xavier Society for the Blind, New York City, for its assistance in preparing this article for publication.)

#### Popovich-Kutscher

Joan Elizabeth Popovich, daughter of Dr. Stephen J. Popovich, eminent eye surgeon, was married to Keith John Kutscher, June 12, 1976, in the chapel of St. Edmund's Episcopal Church in San Marino, California.

The bride wore a long sleeved gown with flowered lace on the bodice, sleeves and hem. She wore a floor length veil hemmed with lace, attached to a cap decorated with pearls. Attendants were Jeanne Buller, maid of honor, and bridesmaids Terri Watson, Linda Lepisto and Nat Dean.

Ushers were James Olson, Robert Popovich and Clifford Lepisto. Paul Geyer was best man. Lucy Lewis of Riverside was interpreter.

The Rev. Carrol C. Barbour officiated at the ceremony. When the bride removed her veil the minister electrified the audience by signing to her, "Hi, Beautiful!" A magnificent reception was held at the Popovich home in San Marino, a suburb of Pasadena.

Joan attended the California School for the Deaf at Riverside where she majored in art under Felix Kowaleski, graduating in 1970. From there she went on to Riverside City College and then to the California Institute of Arts at Valencia where she was probably the first deaf person to receive a Bachelor of Fine Arts degree from a California college, based on her own merits. She is an outstanding artist and should go far.

Mr. Kutscher attended public schools in Minnesota and the Minnesota School for the Deaf at Faribault, then the California School for Deaf at Berkeley and spent two years at Gallaudet College. He has been employed for many years with IBM of Los Angeles.

The happy couple spent their honeymoon on a trip to Norway, Sweden, Denmark and Spain. They are now settled in an apartment in the Los Angeles area.



Mr. and Mrs. Keith Kutscher

#### Deaf Students At Brigham Young Form Sign Singing Tour Group



Cydney Low (left), Amy Starr (center) and Cherie Chamberlain (right) form the word "above" while rehearsing a number for "The Rocky Mountain Sign-Singers." The group, which includes both hearing and deaf students, was specifically organized to provide entertainment for the deaf and promote sign language. All members of the group are students at Brigham Young University.

Deaf students at Brigham Young University, Provo, Utah, were not to be outdone by the many talent groups on campus who tour extensively. They formed their own troupe.

Calling themselves "The Rocky Mountain Sign Singers," seven students have organized a performing group and have prepared a program that includes pantomime, skits, sign singing and dance. They are currently arranging to tour four western states, performing mostly at schools for the deaf.

The group is the first of its kind, according to Karen Finlayson, associate director of the group and adviser to deaf students at BYU. "Sign singing has been around for a long time, but we are the first group to organize specifically for entertainment."

In singing performances, the students gracefully form hand signs in unison, illustrating the words to the song as the accompanist sings and plays. Rhythmic body movements, eye contact and facial expression also play a prominent part in getting the message to the audience.

The group includes three deaf students and three members with normal hearing, as well as another hearing musical accompanist. The three hearing members of the group and the accompanist are all adept singers.

The group is kept small for touring purposes, Miss Finlayson said. There are 44 deaf students on campus and 16 tried out for the positions.

The deaf members are Paul Chamber-

lain and his wife, Cherie, and Cydney Low. Hearing members are Amy Starr, Miss Finlayson and John Allen. Robin Starkey is musical accompanist.

The Sign Singers last fall performed at the Utah State Fair where they were well received. "The people loved it. They were so interested," Miss Finlayson observed.

Director of the organization is Paul Chamberlain, a deaf student at BYU. "We wanted to help hearing people understand and learn about the deaf," he said in explaining the group's purposes. "In a sense, we also wanted to advertise sign language."

Miss Finlayson added that the performing activity is used also as a way of helping the deaf to understand music.

"We enjoy performing for hearing audiences to show them that the deaf can communicate," said Miss Starr.

The group concentrates on the philosophy of total communication. That was explained by Miss Finlayson as the use of every means possible to achieve maximum communication, including sight, sound, facial expression, sign language, reading, writing, acting or any other means of communications.

"Too often people focus on the defect of the handicapped person, and neglect the other means available to communicate," Miss Finlayson stated.

Why do they devote long hours of practice in such a difficult program?

"It's simple," answers Miss Finlayson. "It's our love of the deaf."

# Hazards Of Deafness

By ROY K. HOLCOMB

466. A kind voice.
A cruel voice.
A sweet voice.
A gentle voice.
A masculine voice.
A feminine voice.
And as for you
No heard voice at all.

467. The ship's whistle toots.

The train's whistle blows.

The truck's horn honks.

The airplane's motors roar.

You go merrily on your way
Seeing all, but hearing none.

468. At the play there is
Fancy footwork on the dance floor
By many famous stars
And fancy footwork is all it is
As not one single tap
Is heard by you.

469. The high-pitched voice.
The low-pitched voice.
The moving voice.
The changing voice.
And you in your silence
Go unaware of any change at all.

470. Rain falls on your face.
Rain falls on your shoes.
Rains falls on the sidewalk.
Rain falls all around you.
Minus the sound from a single splash.

471. Music on the stage.

Music in the rear.

Music to the sides.

Music all around you.

Yet no music that penetrates

Your closed ears.

472. Songs of joy.
Songs of emotions.
Songs of madness.
Songs of love.
Songs of every kind.
All are no songs at all.

473. Songs fill the air.
Songs fill the auditorium.
Songs fill the heart of man.
But none fills yours.

474. You say "yes" or "no" in one or a few words. While many hearing people say "yes" or "no" in a few hundred words making it a most difficult task to comprehend and to follow.

475. Even though your speech may be good, you usually communicate by writing to be on the safe side as well as to avoid embarrassment. In your lifetime you figure you use enough paper to go to the moon and back.

476. You tell a "deaf" joke to a group of hearing people. They laugh but do not understand it. They, in turn, tell you one of their jokes. You laugh but do not understand it. They tell another one. You tell another one. Kindness can be carried too far sometimes.

#### New York University

Washington Square, New York, N.Y. 10003

# DEAFNESS RESEARCH & TRAINING CENTER

#### **Deaf Graduate Students**

Each fall brings a new group of deaf graduate students to New York University's Deafness Research & Training Center. The first to be introduced to DEAF AMERICAN readers this fall is Jeffrey Lewis, who is studying for his M.A. in the Department of Counselor Education. He holds a scholarship from the Berger Deaf Scholars program which was established to pay for the special expenses of deaf students at New York University. (See picture).

Jeff was born deaf to deaf parents. He was educated at Horace Mann High School in the Bronx, New York, and graduated from Gallaudet College in 1976 with a major in psychology. Many honors came to him in college—the George Allen Scholarship Award in his



Jeffrey Lewis

senior year and the National Fraternal Society of the Deaf Scholarship Award in his sophomore and senior years. Jeff also distinguished himself as a college athlete, in football, tennis and, in 1973, as a World Games of the Deaf gold medalist in medley relay swimming.

In addition to his course work, Jeffrey participates in a project at the Deafness



Ann Silver

Center to provide orientation to deafness to vocational rehabilitation counselors. After receiving his master's degree, he hopes to go into counseling psychology in a community health center or in related surroundings where he can serve the deaf community.

Ann Silver comes to New York University's Deafness Center with a fellowship from Rehabilitation Services Administration. She is working for her M.A. in Deafness Rehabilitation, specializing in media. (See picture)

Born deaf, Ann was educated in Roosevelt High School in Seattle, Washington, and Gallaudet College from which she graduated in 1972 with a B.A. in Art. After college she worked for the Signed English Project at Gallaudet where she illustrated 14 books in this well-known series for children. On her own she

#### '60 Minutes' Aired Program About Deafness

"60 Minutes", a weekly presentation of CBS News, featured a segment entitled "The Invisible Handicap" in December. The program was filmed at Gallaudet College in Washington, D.C. Mike Wallace interviews a number of students and faculty members at the nationally prominent school for the deaf. Views are offered on a variety of interesting and provocative issues concerning deaf people.

Because of the large deaf audience, the segment was shown with an interpreter insert. Interpreting was Ms. Carol Tipton of the Deafness Research & Training Center at New York University.

The producer, Normin Gorin, worked closely with both Gallaudet College and the Deafness Research & Training Center to produce this exceptionally informative program.





Left: Carol Tipton at CBS Studios, New York City, interpreting "The Invisible Handicap" as the director (picture at right) looks on. (Can you locate the appropriate monitoring TV screen?)

illustrated Sign Talk, a public speaking textbook for the hearing impaired; International Hand Alphabet, containing fingerspelling charts from over 30 countries; and contributed some illustrations for American Sign Language: a Comprehensive Dictionary, by Martin Sternberg, now in press at Harper & Row.

The world of theatre attracted Ann. She attended the National Theater of the Deaf Professional Summer School in the Technical Program. In 1973, she was producer in Washington, D.C., of the Hughes Memorial Theatre production of "Good Vibrations."

At NYU, Ann taught several classes in the ISLI (Intensive Sign Language Institute). Now that she is at the Deafness Center as a full-time student, she is putting her artistic talent and experience to good use in three Center projects, in addition to her course work: Developing TV programs and printed guide to foster consumer skills among deaf persons; creating a communications package for health-care professionals to use with deaf people; designing visual materials that will enable a Social Learning Curriculum for mentally retarded hearing children to be adapted for deaf children who cannot be reached by the auditory materials.



#### **NITC Makes Progress**

The National Interpreter Training Consortium (NITC) was established in 1974 to relieve the chronic shortage of interpreters for deaf clients involved in the vocational rehabilitation process. The six members of the NITC responsible for six regions in the United States are California State University at Northridge, Gallaudet College, New York University, St. Paul Technical-Vocational Institute, University of Arizona and University of Tennessee.

According to a recent report, NITC is making headway towards all of its objectives. To upgrade interpreters, 285 workshops have been held since July 1974 with 9,772 participants. 38 of these, with 983 participants, have been held between July 1 and September 30, 1976.

More new interpreters are being recruited now than in the early stages of NITC, when the emphasis was on upgrading existing interpreters. New recruits take part in three-month training sessions. To date, 44 of these workshops have been held for 693 interpreter trainees.

Sixty-four interpreter trainers have been prepared in five workshops. This part of the program, which is essential to the continuity of interpreter training, is gaining momentum. Another of NITC's targets is the need for interpreting services for deaf persons lacking adequate formal language, one of the most severely handicapped groups of VR clients. The aim is to have 36 interpreters to work with these deaf persons with "low-verbal" skills by the end of the second year of NITC. Eighteen were trained in the second quarter.

Consumer development is that part

ZIP

of the NITC program intended to instruct deaf persons in the best use of qualified interpreters' services. As part of this program, NITC recently held workshops for 80 people representing deaf consumers and VR agencies. The program for consumer development is expected to become more active in the future.

Although NITC takes no direct part in RID certification, a measure of its effectiveness is the number of new RID certificates. Before NITC was established in April 1974, RID issued 414 certificates. Since that date RID has certified 669 interpreters for a total of 1,083!

NITC is sponsored, in part, by a grant from the Rehabilitation Services Administration Services Administration Department of Health, Education and Welfare. The grant is administered by the Deafness Research & Training Center of New York University. Project Officer is Harold Shay, Chief, Division of Training of RSA.

#### **Future NAD Conventions**

1978—Rochester, N. Y. 1980—Cincinnati, Ohio 1982—St. Louis, Mo.

The Vth World
Conference
On Deafness
Copenhagen
August 9-12, 1977
SECOND ANNOUNCEMENT

#### Introduction

The Vth World Conference on Deafness will be held at the University of Copenhagen, Denmark, August 9-12, 1977 with the theme: THE DEAF PERSON AS A FAMILY MEMBER

The Conference is organized by the National Association of the Deaf in Denmark and the World Federation of the Deaf under the Patronage of Her Majesty Queen Ingrid.

The aim of the conference is to focus

LIFE IN FAMILIES WITH DEAF MEMBERS . FAMILY COUNSELLING AND THERAPY

Participation in the conference is open to deaf persons, parents of deaf children, children of deaf parents, and to all professionals working with deafs such as scientists, researchers, social workers, psychiatrists, teachers and psychologists.

Survey of Programme Tuesday, August 9

Opening Ceremony Introduction by Dr. Hilde S. Schlesinger, USA

Evening: Official Reception Wednesday, August 10

Conditions of growing up for deaf children of deaf or hearing parents and

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hearing children of deaf parents

Morning: Plenary lecture and panel discussion

Afternoon: Discussion in groups of 40 Evening: Get-together Party

Thursday, August 11

Communication and common language in families with one of several members being deaf.

Morning: Plenary lecture and panel discussion

Afternoon: Group discussions

**Evening Theatre** 

Friday, August 12

Family counselling and therapy of families with deaf members

Morning: Plenary lecture and panel discussion

Afternoon: Closing debate

#### **General Information**

Language

The official languages of the Conference are English and Sign Language.

Interpretation

Interpretation from English into the international sign language will be provided at all plenary sessions. Interpretation to national sign languages must be arranged by the individual countries.

Secretariat

DIS CONGRESS SERVICE

3. Knabrostraede

DK-1210 Copenhagen K, Denmark

Telephone: (01) 11 00 44 Telegrams: Discongress Cph Telex: 15476 discon dk

Registration and Fees

Registration Fee per person

Before June 15

After June 15 Dkr. Dkr.

600,-650.-

The registration fee covers participation in the plenary meetings, group discussions and the receptions and get-



4-H CLUB SWINE WINNER—Linda Heimbach, an Indiana School for the Deaf high school student is a seven-year member of the Montgomery County 4-H Club. In the picture above she is showing "Mike" at the 4-H County Fair at Crawfordsville. She won second place in the Hampshire lightweight class. She also had another entry that took seventh place in the Hampshire heavyweight class.

together party, lunches and coffee breaks.

If you wish to receive further information about the conference, please mail the enclosed card to DIS CONGRESS SERVICE as soon as possible. Should you know of people interested in receiving more information, please inform the Secretariat.

Registration forms will be mailed together with the Third Announcement, which also will give details about accommodation, registration and payment procedures.

#### Accommodation

Accommodation may be arranged through DIS CONGRESS SERVICE. The following prices are expected:

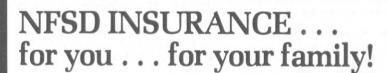
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SINGLE ROOM TWIN ROOM D.kr. per night D.kr. per night A-220-300 330-450

B-140-220 200-330 - 90-140 130-200

Low cost accommodation (dormitory style, D.kr. 75-100 per night) will be available for a restricted number of participants at some distance from the university within the Greater Copenhagen area. The same applies to youth hostels and camping sites.

Lunch will be available at the University Campus and is included in the registration fee.



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- Pays annual dividends
- · Builds a retirement nest egg
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- · Gives you membership in one of our 126 Divisions



National Fraternal Society of the Deaf

1300 W. Northwest Highway

Mt. Prospect, Illinois 60056

#### The Deaf American

#### HOTLINE SPORTS

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN'S "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrolton Avenue, Indianapolis, Indiana 46205.

#### United States Deaf Ski Team To Participate In Germany

The United States Deaf Skiers Association will send a six-member ski team to Grainau, Germany, for the Fifth International European Alpine Ski Race Championships for the Deaf, February 6-12th, 1977. The United States contingent, sanctioned by the Amatuer Athletic Union of the United States and guided by the American Athletic Association of the Deaf, will be made up of six athletes, three men and three women. There will be three Alpine events; Giant Slalom, Slalom, and Downhill.

Women team members: Corasue Mc-Ilrath, 24, Copper Mountain, Colorado; Regina Krushinski, 19, Mountainside, New Jersey; and Nancy Bonura, 13, Brattleboro, Vermont. The men team members: Kenneth Murashige, 25, Los Angeles, California; Alexander Bonura, 14, Brattleboro, Vermont; and Donald Morris, 33, West Bloomfield, Michigan.

The team director and coach is James L. Liese, of Lafayette, Colorada. He is a part-time ski instructor with a specialty in instructing deaf skiers. The team manager is Roger Murashige, brother of Kenneth, and a member of the 1975 United States Deaf Ski Team.

#### Blehm Receives George Allen Scholarship Award Ruth McLennon Also Receives Allen Scholarship

Steven Blehm, a junior at Gallaudet College, was one of two students to receive the 1976 George Allen Scholarship Award. George Allen, head coach of the Washington Redskins, established the award for the benefit of Gallaudet students after he visited the campus as a guest speaker during the spring of 1973.

Two scholarships of \$750 each are awarded annually to either men or women students who are eligible and participate in intercollegiate sports. This award is not an athletic scholarship. As a member of the Potomac Intercollegiate Conference, Gallaudet is not permitted to give scholarships for participating in varsity sports.

Steve, who is majoring in biology, has been an outstanding basketball player and golfer at Gallaudet. Last year, he was a starting forward and the team's leading scorer (17.3 points per game). In the spring of 1976 Gallaudet held its annual sports award banquet and Steve received the Most Valuable Player Award for basketball and golf.

In golf, Steve had the second best average (92) on the team. Although the overall golf record last spring was rather dismal (1 victory against 12 setbacks), Steve and the team constantly strived to improve themselves.

This past summer, in basketball tryouts held to select players to represent the United States of America in the XIII World Games for the Deaf, to be held in Bucharest, Romania, in 1977. Steve was one of the players selected.

Steve graduated from the North Dakota School for the Deaf and is the son of Mr. and Mrs. Milton Blehm of Bismark.

Ruth McLennon, a sophomore at Gal-

laudet College, also received a 1976 George Allen Scholarship Award. Ruth, who is majoring in physical education, is one of the most versatile women athletes at Gallaudet. She is on the volleyball, basketball and track and field team. In 1973, before coming to Gallaudet College, she set an American Deaf record in the long jump (18-1/2"), one that still stands.

In addition to her athletic talents, Ruth worked as one of the student trainers. Joe Fritsch, who has served as a part-time assistant trainer for the Washington Redskins, and currently the head trainer at Gallaudet, was Ruth's supervisor. Ruth is also president of the Bisonettes, an organization composed of women athletes or cheerleaders.

Ruth is from New Shrewsbury, New Jersey, but graduated from the American School for the Deaf in West Hartford, Connecticut. She is the daughter of Mr. and Mrs. Herman McLennon of New Shrewsbury.

#### **Interstate Football Scores**

Michigan 74, Ontario (Canada) 12 Kansas 50, Missouri 7 South Carolina 20, Alabama 7 Alabama 30, Mississippi 26

#### **Gallaudet Football Results**

Gallaudet 0, Montgomery College 65 Gallaudet 24, Anne Arundel 31 Gallaudet 12, Catholic University 50 Gallaudet's season record: 2 victories and 6 losses

#### Gallaudet Basketball Results

Gallaudet 108, Strayer 79 Gallaudet 95, Washington Bible 70



ST. MARY'S STANDOUT—Karen Tellinghuisen of St. Mary's School for the Deaf, Buffalo, New York, is currently a star on her school's volleyball and basketball teams. She will go to the World Games of the Deaf in Bucharest, Romania, next summer to enter the javelin event, having a 116 ft. 9 in. mark. She will be out to eclipse the 125 ft. 5 1/2 in. heave by Julie Olney of Michigan, USA gold medal winner in the 1973 Games.

#### Interstate Girls Basketball Schedule

January 7 and 8—Invitational Tourney, Indianapolis (Indiana, Kentucky, Missouri, Ohio, and St. Rita).
January 25—Lexington at American January 29—Indiana at Missouri

#### Prep (Boys) Basketball Schedule

January 7—Ohio at Indiana January 8—Kansas at Illinois January 15—Kansas at Nebraska January 21—Lexington at American (Conn.)

January 27-29—Mason-Dixon Basketball Tournament (Silver Anniversary), Staunton, Virginia

January 27—Austine at American (Conn.)

February 5—Minnesota at South Dakota

February 11—Indiana at Kentucky (Homecoming)

February 12—Missouri at Kansas February 17 to 19—Eastern Schools Basketball Tourney at Model School, Washington, D.C.

February 19—Nebraska at Kansas February 23—Milton, Ontario (Canada) at St. Mary's

January 25—Lexington at American (Conn.)

February 17-19—Eastern Tournament, at Mystic, Conn.

March 1—Lexington at New York February 3—New York at Lexington February 24-26—Eastern Tournament at Maryland

March 1-Lexington at New York

#### Nebowa Deaf Golf Association Tourney

Iowa golfers teed off with Nebraska at Omaha. Team scores:

Iowa: Moon 165, Froehle 173, Dempewolfe 176, Madsen 186, Myklebust 201, Fanning 212. Total 1113.

Nebraska: Poch 172, Linberg 174, Daremeyer 177, Reitz 201, DeVaney 205, Ivins 206. Total 1135.

Winners in special events:

Low Gross Championship Eldon Moon, Ankeny 165 Hal Poch, Bellevue 172 Callaway Championship James DeVaney and Rick Harrison were tied for first place but Harrison won the trophy on the basis of handicap count.

Fewest putts — Ed Reitz, Omaha, Robert Linberg, Lincoln.

Closest to the cup—Lowell Fanning, Council Bluffs.

1977-78 officers: Delbert Boese, president; Hal Poch, vice president; and Ed Reitz, secretary-treasurer.

1978 tournament site: Lincoln, Nebraska.

aska.

#### Interstate Wrestling Schedule

January 8—Minnesota at Wisconsin

January 15-Kansas at Iowa

January 19—New York at Lexington January 22—Wisconsin at Indiana

January 24—Lexington at New Jersey (Katzenbach)

January 28 and 29—Eastern Tournament, Hartford, Conn.

February 3-Lexington at New York

#### **IMPACT** Advertising

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#### **Bowling Schedule**

January 29—Toledo, Ohio February 19—Columbus, Ohio February 26—Milwaukee, Wisconsin March 19—Detroit (D.A.D.), Michigan March 26—Aurora, Illinois April 2—Des Moines, Iowa April 16—Louisville, Kentucky April 23—Minneapolis, Minnesota

April 29-May 1—Fort Lauderdale, Florida

April 29-May 1—Great Lakes Tournament, Cleveland, Ohio

May 7-Council Bluffs, Iowa

May 13-May 15—Eastern Tournament, Pittsburgh, Pennsylvania

May 21—Chicago (CCD), Illinois

May 21-22—Ohio State Tournament, Portsmouth

May 27-May 29—Pacific Coast Tournament, Seattle, Washington

May 28-29—Dixie Tournament, Louisville, Kentucky

June 4—Little Rock, Arkansas

June 28 to July 2—World Tournament, Syracuse, New York

#### **Everybody Was There!**

How do you plan a good birthday party? Well, first you invite all of the friends of the person whose birthday is to be celebrated. So, that is just what the committee planning a party for Rev. Gerard Howell did. More than 400 people showed up to help Father Howell celebrate his birthday on August 28, 1976. (His birthday is actually September 1.)

Father Howell, who is director of the Catholic Deaf Center and St. Gerard Parish for the Hearing Impaired, New Orleans, is an immensely popular person and the turnout at the party certainly reflects this. Among guests at the party were Fred and Kit Schreiber from Washington, D. C., who flew down at their own expense. The party was held in the cafeteria at Delgado Junior College.

The party was a big surprise for Father Howell, who was lured to Delgado by committee members Dave Myers and Sally Martin, thinking they were to make an appearance at a cocktail party in connection with a General Motors Training Seminar conducted at Delgado by Sally's husband, then go out to dinner.

A highlight of the party was the reading of congratulatory letters from various VIP friends of Father Howell, including Governor Edwin Edwards, Congressman F. Edward Hebert, Archbishop Phillip Hannan and President Mervin D. Garretson of the NAD. Congresswoman Lindy Boggs wrote: "I admire the tremendous work you perform, particularly your effective efforts to help our deaf citizens lead full and productive lives." Nanette Fabray MacDougall wrote:

"All of us who suffer with this affliction are grateful for the attention of people such as you." Father Howell was presented with a resolution adopted by the City Council of New Orleans commending him for his faithful service to the deaf people of New Orleans.

The Catholic Deaf Center, which Father Howell has directed for eight years, is the principal social gathering place for deaf people of the area. A wide variety of services are offered, such as sign language classes, adult education classes, TTY services, TTY answering service, TTY news and interpreter services.

A recent addition is a community service and referral program funded by a grant from Title XX. This program provides a wide variety of counseling services, as well as helping to avail existing community services to deaf people of the area. A Vocational Rehabilitation counselor for the deaf maintains an office at the Center. St. Gerard Parish for the Hearing Impaired, which is the religious arm of the program, provides all services of the Catholic Church.

The planning committee for the party: Anna Avery and Pat Fourtier, secretaries to Father Howell; Rose Lea, president of the Catholic Deaf Center; Emile Dreuil, attorney, and a cousin of Father Howell; John Collins, Chief of Employee Relations, New Orleans Post Office; Orville Duggan, Vocational Rehabilitation counselor for the deaf; Sally Martin, supervisor, Parent-Pupil Education Program, Louisiana State School for the Deaf; and David W. Myers, president, Louisiana Association for the Deaf and program supervisor, Services to the Deaf, Vocational Rehabilitation.



BIRTHDAY PRESENTATION—On August 28, 1976, Father Gerard Howell was the honoree at a birthday party in New Orleans (in the cafeteria of Delgado College). In the picture above, David W. Myers, president of the Louisiana Association of the Deaf, is presenting Father Howell a plaque expressing appreciation for his work for the deaf of Louisiana.

# Two St. Augustine Players Make U.S. Tennis Team

Largest Field of Tennis Entries Ever in National WGD Tryouts; Newspaper, Radio and Television Coverage is Tremendous By ART KRUGER, Sports Editor 1500 North Coalter Street, B-6, Staunton, Virginia 24401

"My one goal is to win first place; coming in second is like kissing your sister."

David Stevenson, lanky, mop-haired, 29-year-old graduate and dormitory counselor at the Florida School for the Deaf in St. Augustine, is talking about representing the United States men's tennis division at the 13th World Games for the Deaf in Bucharest, Romania, July 16-26 next year.

Stevenson, a silver medalist in the 1973 World Games for the Deaf in Malmo, Sweden, says he has no apologies or regrets about losing out then to World Deaf Tennis Champion Pier Paolo Ricci-Bitti of Italy who took the gold medal with finals victories of 4-6, 6-3, 6-1 and 6-4.

His tennis teammate is diminutive, ever-smiling Rudy Kerr, a 16-year-old FSD student and the fourth member on the USA men's team headed for Romania.

Tennis tryout meet director, Hank White says these two stars are overly modest. "They both have big hearts and tennis takes big hearts," Hank explains.

Stevenson and Kerr won their top team position during the June 25-26 Third National World Games for the Deaf Tennis Tryouts held at St. Augustine, Florida, hosted by the Florida School for the Deaf and the Blind which attracted top players from 19 states, including 16 women and 27 men.

The USA men's tennis team has Stevenson in first place: Derrill Mallett, 18, of La Marque, Texas, in second place; Tom Baxted, 13, of Hawthorne, California, in third and Rudy Kerr in fourth. Alternates include Mark McCrory, 34, Mission Hills, California, and William Baggett, 26, Des Moines, Iowa.

The USA women's tennis team will star Bobbi Hutcheson Maucere, 33, Sherman Oaks, California, in first place; Gwen Alabaster Rocque, 27, New Rochelle, N.Y., in second; Robbie Carmichael, 21, of Franklin, Tennessee in third, and Laurette Warren, 28, of Reston, Virginia, in fourth. Alternates are Sylvia Montes, 20, Arcadia, Calfornia, and Florence Haberman, 26, of Manhattan Beach, California.

Romania in 1977 will be the fourth overseas trips for Maucers and third for Rocque who won as doubles champs both in Belgrade in 1969 and Malmo in 1973.

The field ranged in age from 47— James A. McElfresh, Sr., of Miami Lakes,



WGD BERTHS—Winning berths on the United States tennis team in the 13th World Games for the Deaf to be held in Bucharest, Romania, July 16-26, 1977, were those competitors who gained their spots in tryout competition held at St. Augustine, Florida, June 25-26, 1976. Top: (from left) Rudy Kerr (St. Augustine, Florida), Tom Baxtad (Hawthorne, California), Derrill Mallett (LaMarque, Texas), and Dave Stevenson (St. Augustine), the men's tryout champion. Bottom: Women's tryout winners (from left) were Bobbi Hutchinson Maucere (Sherman Oaks, California), the winner, Gwen Alabaster Rocque (Pelham, New York), Robbie Carmichael (Franklin, Tennessee) and Laura Warren (Reston, Virginia).



Florida—down to 13, Tom Baxted, who came to St. Augustine from Hawthorne, California.

Round-robin competition got under way Friday morning following a ceremony at the entrance to Flager College beginning at 8 a.m. Mayor Edward Mussallem of St. Augustine, Dr. William Proctor, Flager College president, and Dr. William McClure, president of Florida School for the Deaf and the Blind, took part in the opening-welcoming event. Then the competitors scattered to five courts in the city to learn who would travel in 1977.

Friday and Saturday were proclaimed "World Games for the Deaf Days" by the mayor. And a closing ceremony.



CLOSING CEREMONY—Standing on platform of the National Guard Armory in St. Augustine, Florida, on Saturday evening were, left to right: Hank White, Dave Stevenson, Mark McCrory, Rudy Kerr, Tom Baxted, Bill Daggert, Derrill Mallett, Dr. William McClure (FSDB President), Hon. Gus Craig (House of Representative from St. Augustine, who gave a talk at the closing ceremony), Bobbi Maucere, Gwen Rocque, Robbie Carmichael, Laura Warren, Sylvia Montes, Florence Haberman, Art Kruger and Paul Lynner.

including the announcement of the USA team in tennis were held at the National Guard Armory beginning 7:30 p.m. Saturday.

Hank White, who was named 1976 track coach of the year in the St. Johns River Conference was chairman of the tennis tryouts, with Paul K. Lynner of Hofstra University the head referee. Phyllis Rumsey, one of the top women players in St. Augustine, served as wo-

men's referee and Don Rhoten of FSDB was men's referee. Others from FSDB serving on the tryout committee were John Tiffany, Hugh Lewis, Jackie Johnson, James Young and Raymond Butler.

Paul K. Lynner of Hostra University, will be the coach of the USA Tennis Team for the 1977 World Games. He is an outstanding teaching pro, along with being the current United States Professional Tennis Association Senior Doub-

les Champion, and is ranked in top ten in Senior Singles.

Hank White, served as an official for the United States at World Games for the Deaf in 1969 at Belgrade, Yugoslavia, and in 1973 at Malmo Sweden, and will accompany the USA delegation in Romania in 1977.

# Slow! Slow 45-Day Incredible European Tour July 3—August 17, 1977

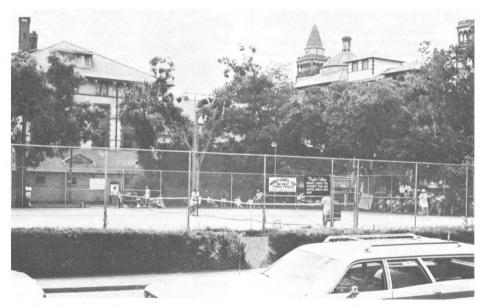
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TRYOUT SITE—This is one of six courts of Flagler College. This and five other courts plus 10 courts of Lighthouse Park, Davenport Park, San Marco and FSDB were the sites of the tennis tryouts. Note the signs on this photo, "World Games for the Deaf Tennis Tryouts."

### Church Directory

#### Assemblies of God

At the crossroads of America FIRST ASSEMBLY OF GOD FOR THE DEAF 1175 W. Market St., Akron, Ohio 44313 Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf. Rev. John K. Sederwall, pastor, (216)376-1688 Voice or TTY

When in Baltimore, welcome to . . . DEAF ASSEMBLY OF GOD CHURCH 3302 Harford Road, Baltimore, Md. 21218 Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m. Rev. Bruce E. Brewster, pastor. Phone 467-8041 Jesus said, "I am the way, the truth and the life."—John 14:6

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HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa St, Honolulu, Hi. 96815
Sunday School 9:30 a.m.; worship 10:30 a.m.
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.

Rev. David Schiewer, Pastor
732-0120 Voice or TTY

When in Portland, welcome to FIRST ASSEMBLY OF GOD FOR THE DEAF 1315 S.E. 20th Ave., Portland, Ore. 97214

Sunday 9:45 and 11:00 a.m. Thursday 7:30 Rev. Norman Stallings, pastor

#### Baptist

CALVARY BAPTIST CHURCH Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James). Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

APPLEWOOD BAPTIST CHURCH 11200 W. 32nd Ave., Wheat Ridge, Colo. 80033

Luther Mann, Th. D., Pastor (303) 232-9575 4310 Iris Street Wheat Ridge, Colo. 80033

FIRST BAPTIST CHURCH

529 Convention St., Baton Rouge, La. 70821 Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30

Telephone (504) 383-8566 (Voice or TTY)

CALVARY BAPTIST CHURCH Corner Cleveland & Osceola, Downtown Clearwater, Fla.

Services interpreted for the deaf 9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . . HILLVIEW BAPTIST CHURCH 7300 Greenly Dr., Oakland, Calif. 94605

7300 Greenly Dr., Oakland, Calir. 94605 Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible & prayer, 7:30 p.m. Interpreters: Arlo Compher, Shirley Compher Pastor: James L. Parker, B. S., M. Div., Th. M. Phone (415) 569-3848 or 635-6397

WEALTHY STREET BAPTIST CHURCH FOR THE DEAF 811 Wealthy Street, S. E., Grand Rapids, Mich.

Rev. Roger Kent Jackson, pastor Sunday: 10:00 & 11:00 a.m.-6:00 p.m. Wed.: 7:00 p.m. Prayer & Bible Study Deaf Missionary Outreaches of our Church: Christian Captioned Films for the Deaf Christian Literature for the Deaf Christian Outreach for the Deaf

THE FIRST BAPTIST CHURCH 217 Dill Ave., Frederick, Maryland Robert F. Woodward, pastor David M. Denton, interpreter 9:45 a.m., Sunday School for deaf 11:00 a.m., Morning worship service interpreted for the deaf A cordial welcome is extended

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Central Indiana's largest Sunday School, located behind K-Mart on South 31
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Dr. Greg Dixon, Pastor
Church office phone (317) 787-3231 (TTY)

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Interpreters for the deaf at the 11:00 a.m.
worship service
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& DEAF CENTER
823 W. Manchester Ave.,
Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.: worship, 11:00 a.m. Deaf and hearing worshiping together. Elder Sam Hooper, Melvin Sanders, teachers: Willa G. Boyd, interpreter; William T. Ward, pastor.

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22ND STREET BAPTIST CHURCH 6620 E. 22nd Street, Tucson, Arizona 85710

Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
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Pastor, Robert D. Lewis
Church phone 714-894-3349

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Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.

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Dr. R. Herbert Fitzpatrick, Pastor

Church office phone 277-8850

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Falls Church, Virginia 22046

The Deaf Department invites you to attend
Sunday School at 9:45 a.m. Worship services
at 11:00 a.m. and 7:30 p.m. interpreted for the
deaf. deaf.

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Services: Sunday School, 9:45; Morning Worship, 11:00; Evening Service, 7:00.

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Roman Catholic
Immaculate Conception Parish
177 S. York Rd., Elmhurst, Ill. 60126
Contact: Deacon Jim Monahan,
TTY 815-727-6411
All welcome to signed Mass Service at 9:00
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ASSOCIATION, CANADIAN SECTION
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario,
M4K 3N9 Canada
Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious
instruction each Saturday, 1:30 p.m.
ST. JOHN'S DEAF CENTER

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Dallas, Texas 75208
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Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
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Md. 20850

Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

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TTY 216-0864-2865

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Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

Paul G. Consoer, lay minister

In North New Jersey meet friends at ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF 510 Parker St. at Ballantine Pkwy. Newark, N. J. 07104

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TTY (and voice) (203) 561-1144

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For information call 732-0120

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Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
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All visitors receive a cordial welcome.

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William B. Bradshaw, B.D., Ph.D., Minister

Interdenominational
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for fellowship and praising the Lord. We
welcome you to our hour of worship.

AMERICAN MISSIONS TO THE DEAF, INC.
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